1867
No 6 3 vol.
1867-70

CITY DOCUMENTS

FOR THE YEARS

1866-67 — 1867-68 — 1868-69 — 1869-70:

INCLUDING

SOME PUBLICATIONS OF FORMER YEARS

NOT CONTAINED IN

PREVIOUS COLLECTIONS.

ADVERTISEMENT.

The documents in this volume are arranged in the following order.

1. City Documents, 1866–67 — 1867–68.
2. Rules of the School Committee.
3. City Documents, 1868–69 — 1869–70.

CITY DOCUMENTS.

MAYOR'S ADDRESS

TO THE

CITY COUNCIL;

CITY GOVERNMENT;

AND

REPORTS OF COMMITTEES,

COMPRISING

THE FINANCE, STATE AID, ENGINEERS' OF THE FIRE DEPARTMENT, OVERSEERS' OF POOR, CITY MARSHAL'S, CAPTAIN OF THE CITY WATCH, FREE PUBLIC LIBRARY, SCHOOL, AND HEALTH OFFICER.

FOR THE YEAR 1866-7.

NEW BEDFORD:

FESSENDEN & BAKER, PRINTERS TO THE CITY.

1867.

INAUGURAL ADDRESS

OF

JOHN H. PERRY,

MAYOR,

TO THE

City Council of New Bedford,

DELIVERED BEFORE THE TWO BRANCHES IN CONVENTION,

JANUARY 7, 1867.

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:

FESSENDEN & BAKER, PRINTERS TO THE CITY.

1867.

ADDRESS.

Gentlemen of the Board of Aldermen and Common Council:

In compliance with the requirements of the City Ordinances you are here convened for the purpose of inaugurating the Municipal Government for the present year. Not called here by any party or political organization, but with the unanimous consent of your fellow citizens, you are the more free to meet every question that may arise, to perform every duty that may devolve upon you in your various positions, strictly in accordance with the solemn obligations you have at this time taken upon yourselves, fearlessly and impartially, ever having due regard for the best interest of our city. Let us enter upon our work as servants of the people, fully determined to act faithfully, promptly, and conscientiously.

INTRODUCTION OF WATER.

As stated in my address one year ago, the City Council had ordered the introduction of a supply of pure water for manufacturing purposes in the lower portion of the city, and had appointed Commissioners to carry into effect that portion of the work. I am satisfied the gentlemen so appointed have acted cautiously, wisely, and for the best interest of the city. The high cost of materials, in fact the utter impossibility of obtaining the requisite quantities, has caused unavoidable delay in its construction. I am happy to say that arrangements are now perfected that will allow of its speedy completion. The Commissioners have since been authorized and empowered to cause its general distribution throughout

the city, and to make contracts for the same, when in their judgment it may seem for the best interest of the public. Feeling that the matter is in able and honorable hands, I trust we may have no cause to regret the course that has been taken in authorizing the project.

THE ALMSHOUSE AND POOR.

From a communication from the Secretary of the Board of Overseers of the Poor, I learn that the average number of inmates at the Almshouse the past year is 61; families relieved not in the Almshouse 420, comprising 1239 persons. Some of this relief has been furnished to families belonging to other portions of the State, from whom we shall receive the amount expended. Again, a large amount has been furnished to families and persons who have no settlement in the State, but were in needy circumstances, for which outlay we can have no other return than the feeling that we have been the means of relieving the destitute. The poor are always with us. The aged and infirm who are so unfortunate as to have no means of support should have timely and efficient care, and provision should be made to render them as comfortable as their condition will allow.

STREETS AND HIGHWAYS.

The Highway and Street Department always requires a large outlay. The past year much expense has been laid out on the roads leading from the centre of the city to the utmost limits of our boundaries. The road extending north to the line of Freetown has been put in thorough repair, as so with all other roads in that section of our territory.

Many of our streets have been heavily gravelled, and several of our east and west streets have been newly paved. Some of the sidewalks in our most public streets have been newly flagged, and quite an amount of repairs has been done in the other portions of our city.

The road across Clark's Cove has again been badly dam-

aged, and is liable to be made impassable by any heavy southerly storm. I would recommend to the Committee on Roads, Bridges, Main Drains and Common Sewers, the practicability of constructing a road more distant from the tide water.

My experience in repairs of streets and highways is not very extensive, but I would venture to say, that the method that has been heretofore pursued of gravelling, is but a temporary and short lived improvement. I would suggest a method more permanent, and one which in the course of time will prove more economical, particularly on our north and south streets, the system of Macadamizing. Many cities have procured a machine to crush the stone for this purpose, which very much reduces its expense. I would recommend the proper committee to give the matter early attention.

A portion of our citizens in the northern section of the city, have given legal notice that they intend to petition the Legislature to be set off as a separate town. The matter will have due attention at the proper time.

THE PUBLIC SCHOOLS.

The annual report of the committee in whose immediate and special charge the public schools of the city are placed, together with the able and exhaustive report of the Superindent, furnishes full information as to the present condition and future needs of those schools. Instead of presenting here any of the valuable suggestions and recommendations they make, I regard it the wiser course to commend them to your careful perusal and thoughtful consideration, with the earnest hope that both may be given.

I cannot but express regret that reports, embodying so much information upon a subject of such vital concernment to the character and prosperity of the city, have hitherto received so little attention; and I now urge that you gentlemen of the Council, and every taxpayer of the city, should as a

matter of plain duty and of self-interest, become familiar with the facts stated and the suggestions offered in these reports. Until this is done, however efficient the School Committee and however faithful and devoted to duty the Superintendent, the public schools cannot accomplish the good they are designed to effect.

While the management of the schools is confided to a separate and distinct Board, the duty of providing means for their maintenance and improvement devolves upon the City Council. In rightly deciding what appropriations should be made, you will be essentially aided by the views of the School Committee as to the necessities of the schools. Thus far a wise liberality, which is the truest economy, has been manifested in appropriating money for their support, and I am confident that this year all the material aid, required to improve the character and increase the efficiency of the public schools of our city, will be cheerfully rendered.

THE PUBLIC HEALTH.

Early in the year, in accordance with the views expressed by me in my inaugural address, measures were taken for a thorough inspection of the city, for the purpose of ascertaining its true sanitary condition, and to provide prompt and efficient remedies for any evils which might be found to exist detrimental to the public health. Under the advice and direction of the Board of Health, an address was issued by me, in which the importance of the subject was set forth, and every citizen was called upon to unite with the municipal authorities in the effort to remove any nuisance, and suspend or modify every dangerous or justly offensive operation. The measure was timely and effective. Distributed throughout the city, the address aroused public attention and set in motion the movement which resulted in giving to our city a position of safety and comfort, in a sanitary point of view, beyond what had been experienced for many years.

The appointment of a Health Officer with authority to carry into effect the decisions of the Board of Health, to receive and register the complaints of the inhabitants, to ascertain by personal inspection the condition of all parts of the city, its dwellings, inclosures, work-shops and manufactories, and put in force the law when other means for the removal of ascertained nuisances should fail, was a measure attended with the most salutary results, and one which has given the highest satisfaction to the people. The report of the officer affords conclusive evidence of the wisdom of the appointment, and of the faithful manner in which its duties have been discharged. The expense with which the measure has been attended is trifling, compared with its beneficial results, and I am decidedly of the opinion that the arrangement should be regarded as permanent in its character.

How far the public measures, which have been in operation to preserve the health of the city, have aided in producing, during the year, a degree of freedom from disease rarely experienced among us, no one can determine. All are assured that in this way, and in this way alone can we secure to ourselves the invaluable blessing of a wholesome atmosphere, in the absence of which, no effort for the preservation of the health of the people can be availing. There should be no relaxation of the determination under which the authorities of the city have acted the past year in this important matter. Not cholera alone, but all other diseases which are born of, and nourished by, an atmosphere loaded with the exhalations of filthy accumulations, may be avoided, if the laws of health and the laws of the land are regarded and enforced.

THE PUBLIC LIBRARY.

This institution is so firmly established in the favor of the people of our city, that no special notice or recommendation is needed from me to insure for it, from our hands, all the attention which its maintenance and increase demand. From

the report of those who have been charged with the trust of its management, you will learn the details of its position and progress. During no year of its existence have there been stronger indications of the interest with which it is regarded by our inhabitants. The number of visitors to the rooms, and the number of takers of the books, have never been exceeded. Not only those who are seeking, but those whose desire is to impart knowledge, have shown, during the year, how strong is the hold which the institution has taken upon the public mind. The donations have been numerous and valuable,—and I regard it my duty thus publicly, on behalf of my fellow citizens, to thank those who have thus enriched our collection.

THE FIRE DEPARTMENT.

Of the Fire Department I cannot speak in too high terms of praise. It is most thoroughly organized and in very efficient condition. All connected therewith seem to work together in perfect harmony, having in view but one object —the preservation of our city from conflagration.

While many cities have suffered most severely during the past year, we have been most fortunately and providentially spared from any severe losses.

The force consists of four first-class steam fire-engines. Several hand engines are still kept in reserve for any emergency that may occur.

I would recommend the proper committee to give early and earnest attention to the adoption of a system of fire alarm.

COLLECTION OF TAXES.

From the statement of the Collector of Taxes, I learn the gratifying fact, that of the assessments of the last year, there remain unpaid but nine thousand dollars. While the amount of the tax for the year 1866 was greater, the balance uncollected at its close is less than for any previous year.

Ninety-seven per cent. of the tax for 1866, the amount of which was $340,382.05 has been paid. The assessment for 1865 was $334,487.20. Of this there had been paid on the first day of January, 1866, ninety-six per cent., leaving unpaid $12,000. During the past year there has been paid of previous taxes over $10,000, leaving unpaid of the assessment of 1855 but $3000. About $1000 has been collected for taxes of previous years. No care or labor has been spared by the Collector in the discharge of the duties of his office, duties always laborious and sometimes unpleasant, but which are greatly lightened by the prompt and cheerful manner in which the great majority of the tax payers of the city have responded to the requisitions of the State, County and City Governments.

CITY DEBT.

The outstanding bonds of the city have been increased during the year by the issue of one hundred thousand dollars of Water Bonds, and reduced by the payment of bonds which have fallen due, $19,650; leaving the amount of the permanent city debt at this time, $448,050. This varies but about $5000 from the amount of bonds outstanding in 1863. The Water Bonds bear interest at the rate of six per cent. The balance of the debt, $348,000 for the year 1867, bears interest at 5.26 per cent. Average rate of the whole debt 5.42 per cent.

In the issue of bonds to meet the outlay upon the Water Works, care has been taken to carry out the policy which has been uniformly followed since 1858, when the first bonds were issued. It was fixed upon as a principle of action, that every obligation issued by the city should be paid at maturity. Having this in view, the amount to be annually paid was decided upon, not so small as to carry too far into the future the final liquidation, and not so large as to increase the taxes of any year beyond an amount to be met without inconvenience.

The Water Bonds were made payable after the payment of the old debt, and mature during the years 1885 and 1889, inclusive, $20,000 each year. The annual payments from 1867 to 1884, inclusive, average the same amount.

No temporary debts exist against the city at the present time.

SPECIAL APPROPRIATIONS.

Under this head are to be included all such expenditures as have been authorized, but for which means have not been provided. They are as follow:

Appropriations for Rural Cemetery,		$5,000.00
Appropriations for the Soldiers' and Sailors' Monument,		1,800.00
Appropriation for the Water Works,	$100,000.00	
Less met by sale of bonds,	95,000.00	5,000.00
Estimate of corporation tax deducted from the aggregate of city appropriations,	27,000.00	
Less amount received from State Treasurer for said tax,	26,451.46	558.54
Amounting to the sum of		$12,358.54

In making your financial arrangements for the year, it will be for you to determine what course shall be taken to meet this amount.

I may be allowed to remark, that the present indications are, that there will remain at the close of the year, of the appropriations of 1866, a sum large enough to meet the whole amount. There is still due us from the State Treasurer, on account of the corporation tax, the sum of $840.40, which had not been collected when the remittance was made to us.

It should be borne in mind, in making our financial arrangements, that in addition to the special appropriations which I have named, provision will have to be made for the small deficiency of less than $3,000 of the appropriations of 1865, not met by the receipt of the taxes.

STATE AID LAWS.

During the year there has been paid out under the operation of the old State Aid Law, the sum of $572.15; of the amount disbursed in 1865, $19,186.50, the sum of $18,500 has been refunded; leaving $686.50 due from the Commonwealth. Under the law of April 22d, 1866, the treasurer has paid out to two hundred and nine beneficiaries, the sum of $9,916.06. A year must elapse before this money will be refunded by the State. There is no impropriety in my remarking, that no agency, which has ever devolved upon the city under the operation of State laws, has required so large an amount of labor as this. The details of this operation, which, under the general direction of the Committee on Military Relief, has been performed by the City Treasurer, will be found in the account which he has prepared in accordance with the provisions of the law for the State Auditor, and the special report which he has drawn up and presented to the Committee. This is no place for the details of this part of the operations of the City Treasury.

The new law, although it has demanded, particularly in the first operations under it, a much larger amount of labor in proportion to the number of beneficiaries, than the old, is very much like it in its methods. The recipients of the bounty of the State are paid monthly. At the close of the year a detailed account of these payments is made and forwarded to the State Auditor, and one year afterwards the sum allowed is repaid to the city. The labor, the interest upon the advances and the inevitable advances not refunded, are a contribution of the city in aid of the movement for the relief of the disabled volunteers and their dependents. The number of cases of service upon which applications have been founded is one hundred and sixty. Of these, one hundred and twenty-nine have been allowed; and although the right of appeal from the decision of the city authorities is provided for in the law, there has been no case with regard to our

city in which it has been exercised. The Treasurer in his report says: "While humanity, justice and gratitude have prompted us to extend the law to every one it intended to embrace, we have endeavored to keep clearly in view the fact that the city authorities are but the agents of the Commonwealth in the distribution of its bounty, and that our only guides in the discharge of this duty are the laws and instruction of its authorized interpreters."

THE MONUMENT.

The Soldiers' and Sailors' Monument, after much unavoidable delay has been erected. The design, its material, as also the execution of the work, are all that could be desired. When the proper surroundings are completed it will no doubt receive the hearty approval of our people. Consecrated to the memory of our heroic brothers who offered their lives at the altar of our common country, it will ever remain a source of satisfaction and pride.

Gentlemen of the City Council:

I am not unmindful of the compliment paid to me by my fellow citizens in a re-election to the office of Chief Magistrate, nor ungrateful for the confidence they repose in me. But I should do injustice to my own feelings as well as to those associated with me in the city government, if I failed publicly to acknowledge my indebtedness to the gentlemen of both branches of the City Council, to the efficient City Clerk, to the accomplished City Treasurer, and other municipal officers, for any success which marked the administration of city affairs during the year that is past.

And now, in assuming again the responsibilities of this position, my hope of their adequate discharge is mainly in your generous co-operation. For such aid I shall confidently look, and with it, I feel sure that the honor of New Bedford will be maintained and its material prosperity advanced.

1867—CITY DOCUMENT No. 2.

GOVERNMENT

OF THE

CITY OF NEW BEDFORD.

1867.

MAYOR.

JOHN H. PERRY.

ALDERMEN.

Ward 1—CALEB HAMMOND.
Ward 2—JOSEPH BUCKMINSTER.
Ward 3—GEORGE G. GIFFORD.
Ward 4—GEORGE F. KINGMAN.
Ward 5—JOHN B. BAYLIES.
Ward 6—SAMUEL LEONARD, JR.

CITY CLERK.

HENRY T. LEONARD.

TREASURER AND COLLECTOR OF TAXES.

JAMES B. CONGDON.

COMMON COUNCIL.

ANDREW G. PIERCE, *President.*

Ward One.

SAMUEL T. PATTERSON,
JOHN A. RUGGLES,
CHARLES M. PEIRCE, JR.,
JOSEPH BURT, JR.

Ward Two.

WILLIAM WALKER,
JOHN N. BULLARD,
JOB L. SHAW,
LORENZO D. DAVIS.

Ward Three.

OLIVER P. BRIGHTMAN,
WILLIAM T. SMITH,
CHARLES H. TABER,
CHARLES S. PAISLER.

Ward Four.

ANDREW G. PIERCE,
FRANK L. GILMAN,
EDWARD H. ALLEN,
THOMAS H. KNOWLES.

Ward Five.

HORATIO HATHAWAY,
WILLIAM R. WING,
THOMAS M. STETSON,
WILLIAM GORDON, JR.

Ward Six.

JOSIAH W. BONNEY, FREDERICK H. VINAL,
CHARLES H. SANFORD, CHARLES B. HILLMAN.

CLERK OF THE COMMON COUNCIL.

WILLIAM A. CHURCH,

CITY MESSENGER.

WILLIAM H. WATKINS.

ASSESSORS.

DAVID B. WILLCOX. TILSON B. DENHAM.
EZRA K. DELANO.

ASSISTANT ASSESSORS.

Ward 1—RUFUS W. WHITE. Ward 4—BENJAMIN RUSSELL.
Ward 2—JOHN BRYANT. Ward 5—JAS. R. RICKETSON.
Ward 3—THOMAS G. BATES. Ward 6—PETER Y. FLYNN.

SCHOOL COMMITTEE.

Ward One.

JOSHUA W. FROST,
JOSEPH H. CORNELL,
CHARLES ALMY.

Ward Two.

BENJAMIN S. BATCHELOR,
JAMES M. LAWTON,
WILLIAM HOWE.

Ward Three.

HORATIO N. KEMPTON,
CHARLES L. SWASEY,
WILLIAM R. CHISHOLM.

Ward Four.

HENRY B. CLARK,
CHARLES B. H. FESSENDEN,
SAMUEL P. BURT.

Ward Five.

CHARLES T. BONNEY,
HUMPHREY S. KIRBY,
EDMUND RODMAN.

Ward Six.

BARTHOLOMEW OTHEMAN, Jr
PARDON DEVOLL,
SYLVANDER HUTCHINSON.

OVERSEERS OF THE POOR.

Ward 1—AMBROSE E. LUCE. Ward 4—S. T. VIALL.
Ward 2—SILAS ALDEN. Ward 5—ALANSON WILLISTON.
Ward 3—WILLIAM H. JENNEY. Ward 6—SETH K. AKIN.

ENGINEERS OF THE FIRE EEPARTMENT.

TILLINGHAST P. TOMPKINS, Chief Engineer.
JOHN MATHEWS, First Assistant.
MOSES H. BLISS, Second Assistant.
HENRY H. FISHER, Third Assistant.
FREDERICK MACY, Fourth Assistant.

TRUSTEES OF THE FREE PUBLIC LIBRARY.

JOHN H. PERRY, (Mayor,) President *ex officio.*
ANDREW G. PIERCE, President of the Common Council.
GEORGE F. KINGMAN, Chairman of Committee on Public Instruction.
JAMES B. CONGDON.
JOHN P. BARKER.
GEORGE HOWLAND, Jr.

WATER BOARD. — COMMISSIONERS

WILLIAM W. CRAPO, Chairman.
WARREN LADD.
DAVID B. KEMPTON.
JAMES B. CONGDON, Clerk.
GEORGE A. BRIGGS, Engineer.

(Office in the Library Building.)

WARDENS.

Ward 1—CHARLES M. PEIRCE, Jr.
" 2—GEORGE W. PAINE,
" 3—J. AUGUSTUS BROWNELL.
" 4—LEONARD B. ELLIS.
" 5—WILLIAM COOK.
" 6—ALBERT G. STANTON.

WARD CLERKS.

Ward 1—GEORGE G. JENNEY.
" 2—GEORGE PERRY.
" 3—JAMES H. HATHAWAY.
" 4—JAMES C. HITCH.
" 5—JAMES H. C. RICHMOND.
" 6—THOMAS M. HART.

INSPECTORS OF ELECTIONS.

Ward One.
JOHN KIRK,
CHARLES E. TRIPP,
GEORGE W. EDWARDS.

Ward Two.
EDWARD R. MILLIKEN,
JAMES A. WOOD,
JOHN L. GIBBS, 2d.

Ward Three.
PHILIP E. COLBY,
CHARLES H. LAWTON,
CHARLES M. HASKELL.

Ward Four.
JONATHAN HANDY,
JAMES S. HATHAWAY,
WILLIAM B. PERKINS.

Ward Five.
ALBERT B. RUSSELL,
CHARLES W. GIFFORD,
GEORGE D. GIFFORD.

Ward Six.
THOMAS B. TRIPP,
JOHN P. TAYLOR,
ROBERT A. SHERMAN.

CITY MARSHAL.

OLIVER M. BROWNELL.

ASSISTANT MARSHALS.

1st—GEORGE R. HURLBUT, and Officer of the Night Police.
2d—LUTHER M. DAYTON,
3d—LEMUEL C. WILBUR,
4th—LORENZO D. J. SEARS,
5th—SAMUEL C. PERRY,
6th—DANIEL P. CUNNINGHAM.

QUARANTINE PHYSICIAN.

CHARLES L. SWASEY. Office No. 93½ Middle Street.

STANDING COMMITTEES OF THE BOARD OF ALDERMEN.

On Police—The Mayor, and Aldermen Hammond and Buckminster.
On Licenses—Aldermen Gifford, Baylies and Leonard.
On Enrollments—Aldermen Kingman, Hammond and Buckminster.
On Laying Out and Widening Streets—The Mayor, and Aldermen Kingman and Leonard.

JOINT STANDING COMMITTEES OF THE CITY COUNCIL.

On Finance—The Mayor, President of the Common Council, and Councilmen Peirce of Ward 1, Shaw, Smith, Hathaway and Bonney.
On Accounts—Aldermen Baylies and Leonard, and Councilmen Allen, Pierce of Ward 1, and Shaw.
On Public Property—Aldermen Gifford and Hammond, and Councilmen Brightman, Gordon and Wing.
On Public Instruction—Aldermen Kingman and Baylies, and Councilmen Stetson, Hillman and Knowles.
On Roads, Bridges, Main Drains and Common Sewers—Aldermen Hammond and Leonard, and Councilmen Bonney, Sanford and Paisler.
On Fire Department—Aldermen Gifford and Hammond, and Councilmen Taber, Vinal and Burt.
On Lighting Streets—Aldermen Kingman and Baylies, and Councilmen Brightman, Wing and Gilman.
On Burial Grounds—Aldermen Kingman and Buckminister, and Councilmen Taber, Hillman and Walker.
On Alms House and Poor—Aldermen Hammond and Buckminister, and Councilmen Patterson, Bullard and Paisler.
On Printing—Alderman Baylies, and Councilmen Patterson and Bullard.

STANDING COMMITTEES OF THE COMMON COUNCIL.

On Election and Returns—Councilmen Vinal, Davis and Gilman.
On Bills in the Second Reading—Councilmen Stetson, Allen and Smith.
On Enrolled Ordinances and Resolutions—Councilmen Sanford, Knowles and Ruggles.

JOINT SPECIAL COMMITTEES.

On Water—Aldermen Gifford and Kingman, President of Common Council, and Councilmen Hathaway and Gordon.
On Erection of Wooden Buildings in the Fire District—Aldermen Gifford and Hammond, Councilmen Walker, Davis and Ruggles.

REPORT

OF THE

COMMITTEE ON FINANCE.

CITY OF NEW BEDFORD,

IN COMMITTEE, March 28, 1867.

The Committee on Finance, in compliance with the Ordinances, herewith present to the City Council a statement of the receipts and expenditures for the financial year ending March 1st, 1867, by which it appears that the whole amount of receipts into the treasury, including balance on hand March 1st, 1866, have been $492,200,39; that the expenditures have been $451,266.38; leaving a balance in the treasury March 1st, 1867, of $40,934.01.

The receipts into the treasury have been,

From balance of last year,	$23,745.75
From Collector of Taxes,	243,626.22
From Liquor Agency, of Agent,	14,798.00
From Fire Department,	609.95
From Repairs of Highways,	2,227.64
From Support of Schools,	681.30
From Poor Department,	5,922.80
From Commonwealth of Massachusetts, State aid,	18,883.86
From Temporary Loan,	45,000.00
From Real Estate Tax Account,	262.00
From Free Public Library,	151.88
From Repairs of Public Buildings,	1,008.47
From Trustees of Free Public Library,	167.35
From Water Works,	672.59
From Water Works, special appropriation,	95,000.00
From Sewer or Drain in western part of the city,	208.20
From Extension of Rural Cemetery,	3,578.92
From Extension of Oak Grove Cemetery,	1,684.32
From Appropriations 1866-7, part Corporation Tax,	27,000.00
From Unappropriated Taxes,	839,47
From Incidentals,	6,131.67
Total receipts including balance,	$492,200.39

The expenditures have been,

Support of the Poor,	$28,900.50
Support of Public Schools,	51,421.81
Repairs of Highways,	32,281.44
Fire Department,	19,053.84
Liquor Agency,	15,401.22
Free Public Library,	2,641.67
Watch,	16,753.55
Salaries,	15,355.00
Extension of Rural Cemetery,	12,655.90
Extension of Oak Grove Cemetery,	3,480.04
Lighting the Streets,	7,472.60
City Common,	586.25
City Debt,	42,049.00
Water Works,	42,069.46
Incidentals,	22,523.07
Sewer and Drain,	4,751.38
Repairs of Public Buildings,	2,824.29
New Steamer Cornelius Howland,	4,000.00
Trustees of Free Public Library,	215.45
Temporary Loan,	95,000.00
New Engine House for the Steamer Cornelius Howland,	9,855.76
Commonwealth of Massachusetts,	12,227.61
Real Estate Tax Account,	446.19
Soldiers and Sailors Monument,	9,300.35
	$451,266.38
Balance cash in Treasury,	40,934.01
	$492,200.39

The amount of bonds outstanding March 1st, 1866, was $367,700; of which was paid October 1st, 1866, $19,650; leaving the amount of $348,050 unpaid previous to the issue of the 100 Water Bonds, $1,000 each, in 1866, $100,000, and making the whole amount of the City Debt, at the present time, $448,050.

Herewith are presented the reports of the Sub-Committee appointed to examine the accounts of the City Clerk, and Treasurer and Collector of Taxes, and prepare a schedule of the City property.

For the Committee,

JOHN H. PERRY, Chairman.

In Common Council, 3d mo. 28, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, 3d mo. 28, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

City of New Bedford, March 26, 1867.

The sub-committee on finance to whom was referred the examination of the accounts of the City Clerk and Treasurer and Collector of Taxes for the year ending March 1st, 1867, have examined the same and find them correct.

Annexed are copies of their several accounts in detail.

All of which is respectfully submitted.

Horatio Hathaway,
William T. Smith,
Charles M. Peirce, Jr.

City of New Bedford,
Collector's Office, March 20, 1867.

To the City Council of the City of New Bedford:

Gentlemen:—In accordance with the requisitions of the City Ordinances, I place before you my report for the financial year ending March 1st, 1867.

With much respect,

JAMES B. CONGDON,
Collector of Taxes.

In Common Council, March 21, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, March 21, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

Statement of the Collector of Taxes.

FINANCIAL YEARS.	UNPAID March 1, 1866.	PAID during the year and remitted.	UNPAID March 1, 1867.
1850 to 1858 inclusive.	$14,700.86		$14,700.86
1859,	3,349.20	$44.46	3,304.74
1860,	4,174.16	53.50	4,120.66
1861,	4,637.62	76.20	4,561.42
1862,	4,239.22	135.35	4,103.87
1863,	4,153.17	195.52	3,957.65
1864,	3,103.21	645.33	2,457,88
1865,	10,522.18	7,517:50	3,004.68
	$48,879.62	$8,667.86	$40,211.76

TAXES OF 1866.

Tax Bills per warrant of the Assessors for the year 1866,		$340,382.05
State Tax,	$59,310.00	
County Tax,	20,434.95	
City Tax,	252,000.00	
Overlay,	8,637.10	
		$340,382.05

PAYMENTS.

State Treasurer,	$59,310.00	
County Treasurer,	20,434.95	
City Treasurer,	235,325.66	
Amount of payments,	$315,070.61	
Discount for prompt pay,	16,186.08	
Taxes remitted by Assessors,	846.35	
	$332,103.04	
Balance unpaid,	8,279.01	
		$340,382.05

This balance of *eight thousand, two hundred and seventy-nine* 1-100 *dollars*, is the smallest that has remained unpaid at the close of a financial year, for a long period. It is less by the sum of $2,243.17 than remained unpaid at the end of the year, of the taxes of 1865.

The aggregate of unpaid taxes, instead of having been *increased*, as has uniformally been the case, has *decreased* by the sum of *three hundred and eighty-eight* 85-100 *dollars*.

This shows that more than the whole of the taxes of 1866 has been collected during the year.

JAMES B. CONGDON, Collector of Taxes.

CITY OF NEW BEDFORD,
Office of the Collector of Taxes, March 1, 1867.

CITY OF NEW BEDFORD,
Treasurer's Office, March 20, 1867.

To the City Council of the City of New Bedford:

GENTLEMEN:—In accordance with the provisions of the City Ordinances, I lay before you my Annual Report.

With much respect,

JAMES B. CONGDON,
City Treasurer.

IN COMMON COUNCIL, March 21, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

IN BOARD OF ALDERMEN, March, 21, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

Statement of James B. Congdon, City Treasurer.

The receipts into the Treasury for the year 1866-7, are as follows:

Balance in the Treasury March 1st, 1866,			$23,745.75
RECEIPTS.			
Paid by the Collector of Taxes,			243,626.22
Liquor Agency, of the Agent,			14,798.00
Fire Department.			
Sale of engine, &c.,		$517.85	
Bill against Poor Department,		92,10	609.95
Highways and Streets.			
Of Superintendent, dirt, &c.,		618,90	
Error in bill,		60	
E. K. Delano, stone,		11,50	
Cart sold,		25.00	
Waggon sold,		35.00	
Bill, Tripp's brook,		138.75	
Flagging,		8.64	
Bill, Public property,		59,00	
Bill, Monument,		47.75	
Bill, Schools,		29.25	
Bill, Incidentals,		20.00	
Bill, Water Works,		180,00	
Bill, Alms House,		23.25	
Bill, Incidentals,		1,030.00	2,227.64
Schools.			
Of State Treasurer, income of School Fund,		652.80	
Sale of old furniture,		28.50	681.30
Poor Department—of sundry towns.			
Yarmouth,	202.67		
Fall River,	206.31		
Westport,	557.11		
Dartmouth,	538.27		
do.	19.68		
Plymouth,	60.25		
Edgartown,	234.70	1,818.99	
Of Overseers,		1,936.02	
Bill against Schools,		178.00	
Bill against Fire,		41.25	
Of State Treasurer, for bill of 1864,		170.00	
Of State Treasurer, for bill of 1865,		182.50	
Of Superintendant of Alms House, sales,		1,596.04	5,922.80
Commonwealth of Massachusetts.			
For advances for State Aid, 1865,		18,500.00	
For advances for State Aid, previous,		383.86	18,883.86
Temporary Loan.			
Money borrowed,			45,000.00

Real Estate Tax Account, of sundry persons.			
John Cardlin, tax of 1861,		$12.23	
George James, tax of 1861,		17.16	
J. P. Holmes, tax of 1862,		14.88	
Isaac M. West's estate, tax of 1863,		36.45	
Marshal B. Bird's estate, tax of 1864,		14.05	
Joseph R. Harrison, tax of 1863,		17.11	
Maria L. Farris, tax of 1863,		27.61	
Nehemiah West, tax of 1865,		91.87	
Martin Kelley, tax of 1862,		12.34	
Peter J. Peters, tax of 1864,		8.75	
Joel P. Rogers, tax of 1860,		9.55	262.00
Free Public Library.			
Bill transferred to Incidentals,			151.88
Public Buildings.			
Sale of No. 3 engine house lot,		705.00	
Sale of lot to H. H. Lombard,		200.00	
Sale by Committee,		103.47	1,008.47
Trustees of Free Public Library.			
Interest on Howland and Morgan funds,			167.35
Water Works.			
Paid in by Engineer, work done by him off works,		572.59	
Sale of saw mill,		50.00	
Sale of grist mill,		25.00	
Rent of Morris & Wade,		25.00	672.59
Water Works, special appropriation.			
Sale of bonds,			95,000.00
Bonds issued,	100,000.00		
Less discount,	5,000.00		
Tripp's brook drain.			
Duplicate bill,		11.20	
Sale of old mill, &c.,		197.00	
			208.20
Rural Cemetery Extension.			
Of Superintendant, sale lots,		1,322.00	
Of Overseer, sale stone,		2,256.92	
			3,578.92
Oak Grove Cemetery Extension,			
Of Superintendant, sale lots,		1,395.00	
Of Overseer, sale oxen,		236.82	
" " " barn,		50.00	
" " " stone,		2.50	
			1,684,32
Appropriations, 1866-7.			
A part of the Corporation tax,			27,000.00
Unappropriated taxes.			
Interest and costs on taxes, &c.,		526.57	
Corporation tax account, balance,		312.90	
			839.47

MEMORANDUM.

Received of State Treasurer, corporation tax of 1865,	381.26
" " " " " 1866,	26,931.64
Amount received,	27,312.90
Credited appropriations, 1866,	27,000.00
Credited Unappropriated Taxes,	312.90
	27,312.90

INCIDENTALS.

Rents.			
Market,	$614.00		
Police Court,	250.00		
Of T. P. Terry,	6.00		
		870.00	
Police Court, fees, &c.,		1,145.34	
Amount due on rolls and bills uncalled for,		208.82	
Armory Rent.			
Of State Treasurer, 1865,	525.00		
" " " 1866,	725.00		
		$1,250.00	
Sale of lots in Pine Grove Cemetery,		238.00	
For interest accrued on bonds sold,		414.27	
For interest deducted from bonds, &c. paid in advance,		440.24	
Licences.			
Of City Marshal,	140,00		
Of City Clerk,	623.00		
		763.00	
Sale of School-house in Bellville,		800.00	
Error in credit of bill,		2.00	
			6,131.67
Whole amount of receipts including balance,			$492,200.39

The payments made by the Treasurer, upon the warrants of the Mayor, have been as follows:

Support of the Poor,	$28,900.50
Public Schools,	51,421.81
Highways and Streets,	32,281.44
Fire Department,	19,053.84
Liquor Agency,	15,401.22
Free Public Library,	2,641.67
Watch,	16,753.55
Salaries,	15,355.00
Rural Cemetery Extension,	12,655.90

Oak Grove Cemetery Extension,	3,480.04	
Lighting the Streets,	7,472.60	
City Common,	586.25	
City Debt,	42,049.00	
Water Works,	42,069.46	
Incidentals,	22,523.07	
Tripp's Brook Drain,	4,751.38	
Public Buildings,	2,824.29	
New Steamer, Cornelius Howland,	4,000,00	
Trustees Free Public Library,	215.45	
Temporary Loan,	95,000.00	
New Engine House, Cornelius Howland,	9,855.76	
Commonwealth of Massachusetts,	12,227.61	
Real Estate Tax Account,	446.19	
Soldiers' and Sailors' Monument,	9,300.35	
		$451,266.38
Balance, Cash in the Treasury,		40,934.01
		$492,200.39

BALANCES.

Dr.		Cr.	
Appropriations, 1866,	$6,674.34	Trustees of Free Public Library.	$310.57
Appropriations, Special Water,	5,000.00	Soldiers' and Sailors' Monument,	3 999.65
Commonwealth of Massachusetts,	12.993.14	George Howland, Jr., Fund,	1,600.00
Liquor Agency,	495.83	Charles W. Morgan Fund,	1,000.00
Real Estate Tax Account,	921.11	Rural Cemetery Extension,	721.91
Cash,	40,934.01	Oak Grove Cemetery Extension,	925.43
		Water Works,	44.287.26
		Incidentals,	14,173.61
	$67,018.43		$67,018 43

CITY DEBT.

Table showing the amount of the Permanent City Debt, including the WATER BONDS, with the amount of the Bonds and Coupons due each year from 1867 to 1889.

YEAR.	BONDS.	COUPONS.	AMOUNT.
1867	$19,050.00	$24,291.50	$43,341.50
1868	19,850.00	23,220.00	43,070.00
1869	21,050.00	22,100.00	43,150.00
1870	22,050.00	20,939.50	42,989.50
1871	18,950.00	19,717.50	38,667.50
1872	13,450.00	18,689.00	32,139.00
1873	14,150.00	17,935.50	32,085.50
1874	16,500.00	17,140.00	33,640.00
1875	15,000.00	16,250.00	31,250.00
1876	15,000.00	15,450.00	30,450.00
1877	25,000.00	14,650.00	39,650.00
1878	20,000.00	13,400.00	33,400.00
1879	20,000.00	12,400.00	32,400.00
1880	22,000.00	11,400.00	33,400.00
1881	20,000.00	10,300.00	30,300.00
1882	20,000.00	9,300.00	29,300.00
1883	20,000.00	8,300.00	28,300.00
1884	26,000.00	7,300.00	33,300.00
1885	20,000.00	6,000.00	26,000.00
1886	20,000.00	4,800.00	24,800.00
1887	20,000.00	3,600.00	23,600.00
1888	20,000.00	2,400.00	22,400.00
1889	20,000.00	1,200.00	21,200.00
	$448,050.00	$300,783.00	$748,833.00

Amount of bonds outstanding, March 1, 1866,	$367,700.00
Amount paid October 1st, 1866,	19,650.00
Amount of outstanding bonds of old issue,	348,050.00
Add Water Bonds issued 1866,	100,000.00
Whole amount of bonds outstanding as above,	$448,050.00

JAMES B. CONGDON, City Treasurer.

CITY OF NEW BEDFORD,
Treasurer's Office, March 1, 1867.

ACCOUNTS IN DETAIL.

SUPPORT OF THE POOR.

To paid	Groceries and provisions at Alms House,	$4,129.89
" "	Labor and nursing,	1,395.72
" "	Physician and medicines,	966.51
" "	Fuel,	6,903.56
" "	Outside support,	5,975.19
" "	Salary of Superintendant of City Farm,	800.00
" "	Dry goods and clothing,	1,122.41
" "	Boots and shoes,	161.13
" "	Leather and findings,	104.83
" "	Hats and caps,	18.42
" "	Salary of Overseers of Poor,	900.00
" "	Carting fuel,	549.60
" "	Services of Chaplain at Alms House,	102.00
" "	Railroad fares,	55.58
" "	Undertakers for graves and coffins,	449.75
" "	Grass seed,	82.95
" "	Grain and feed,	801.45
" "	Oxen,	500.00
" "	Horses and exchange of do.,	650.00
" "	Pigs,	215.00
" "	Oil and soap,	164.24
" "	Repairing carriages, shoeing horses and oxen,	353.64
" "	Harness and repairing,	75.67
" "	Hay, yedder and mowing machines,	233.00
" "	Hardware and tools,	114.30
" "	Repairs on steam apparatus,	63.94
" "	Repairs of stoves, pipes, &c.,	158.58
" "	Castings,	58.60
" "	Lumber for alterations and repairs,	404.21
" "	Carpenter work,	267.44
" "	Mason work,	13.00
" "	Painting,	102 48
" "	Settees and curtains,	42.78
" "	Brick, lime, &c.,	57.58
" "	Fertalizers,	163.40
" "	Liquors,	101.08
" "	Crockery, mats, brooms and furnishing,	177.47
" "	Thrashing grain,	52.89
" "	Carpeting,	14.72
" "	Well curb,	9.00
" "	Binding and printing,	8.65
" "	Books and stationary,	16,50
" "	Blacksmith coal and carting,	4.20
" "	Carriage robe,	12.00
" "	Ropes and duck,	24.35
" "	Hack hire,	30.00
" "	Iron,	13.43
" "	Sundry items paid by Superintendant,	279.36
	Total expenditures,	$28,900.50
3d mo. 21, 1867.—Balance transfered to Incidental Expense acc't,		2,022 30
		$30,922.80

SUPPORT OF PUBLIC SCHOOLS.

Paid Teachers' salaries,	$37,737.56	
" Books and stationery,	2,393.64	
" Alterations and repairs of school houses,	2,126.54	
" Cleaning, sweeping, making fires, &c.,	1,931.00	
" Repairs of stoves, pipes, &c.,	1,500.56	
" Coal, wood and charcoal,	2,906.53	
" Furniture and repairs of do.,	735 89	
" Printing and advertising,	317.36	
" Rent of Sears' Hall,	174.98	
" Care of Sears' Hall,	29.70	
" Hack hire,	166.95	
" Book case for School Committee room,	160.00	
" Improvement in " " "	87.70	
" Fitting up school room at Alms House,	356.30	
" Trucking,	57.85	
" Gas,	53,96	
" Secretary of School Committee,	75.00	
" Traveling expenses of "	50.78	
" Pails, brooms, brushes, mats, crockery, &c.,	224.86	
" Repairs of black boards and rubber,	16.22	
" Freight,	18.12	
" Carpet,	13.00	
" Tuition to the Town of Freetown,	25.44	
" Alcohol,	7.32	
" Fitting locks and keys,	13.34	
" Repairs of clocks,	61.55	
" Hardware,	34.48	
" Ink, binding, maps, &c.,	22.49	
" Difference in bell,	37.60	
" Cleaning out vaults,	16.00	
" Diplomas for High School graduates,	7.50	
" Music and drawing book,	7.07	
" Use of Liberty Hall,	17.00	
" Labor,	11.12	
" Express,	5.50	
" Repairs of well and pumps,	11.00	
" Marble shelf,	2.43	
" Bell rope,	3.72	
" Filling ink stands, use of canvas, glazing,	3.75	
Total Expenditure,	$51,421.81	
1867, 3d mo. 21. Balance transfered to incidental expense account,	9.49	$51,431.30

Credit.

1866, 3d mo. 29. By annual appropriation,	50,000.00	
" Received of State Treasurer, School Fund,	652.80	
" " " H. A. Kempton,	28.50	
" Transfer from lighting streets,	750.00	$51,431.30

FIRE DEPARTMENT.

Paid Firemen and Engineers,	$7,296.21	
" Repairs of Engines and Hose,	731.87	
" Repairs of Engine Houses,	836.94	
" Hay and straw,	746.72	
" Grain and feed,	491.61	
" Hostlers,	1,261.50	
" 1 years' rent of lot of Hook & Ladder house,	75.00	
" Three horses for steamer Cornelius Howland,	1,425.00	
" New hose,	2,281.59	
" Hose couplings,	387.45	
" Two patent nozzels,	90.00	
" Extra cost of steamer Cornelius Howland,	90.00	
" New hose reel, and repairs,	563.02	
" Cleaning engines and hose,	338.40	
" Stewards of engine companies,	73.63	
" Torch boys,	121.06	
" Shoeing horses,	202.26	
" Repairing harnesses, and new set of do.,	173.30	
" Members of Protecting Society,	138.00	
" Drivers of steamers,	60.75	
" Gas in engine houses,	156.94	
" Gas pipes and repairs,	23.58	
" Coal for steamers,	211.25	
" Fuel for engine houses,	160.22	
" Lanterns, oil, wicks, &c.,	46.14	
" Ringing fire alarm bells,	100.00	
" Doctoring horses,	11.66	
" H. H. Fisher for injuries received at fire,	250.00	
" Clarfus Vanzant " " "	30.00	
" Washing,	23.00	
" Brooms, dusters, &c.,	21.25	
" Hardware, tools, &c.,	26.43	
" Freight on hose, &c.,	10.22	
" Cotton waste,	7.90	
" Wagon,	150.00	
" Salary of Secretary of Board of Engineers,	100.00	
" Beds and bedding,	163.75	
" Stoves, pipe, and repairs of do.,	53.73	
" Rope,	49.20	
" Taking down flag staffs,	27.60	
" Water cask,	15.23	
" Carting,	5.35	
" Stationery,	5.25	
" Repairs on reservoir,	6.31	
" Bunting,	5.10	
" Horse hire,	3.00	
" Alcohol,	6.42	
Total expenditure,	$19,053.84	
1867, 3d mo. 21. Balance transferred to incidental expense account,	56.11	$19,109.95

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$18,500.00	
By sales of Engine,	517.85	
" " " Manure,	92.10	$19,109.95

REPAIRS OF HIGHWAYS.

To paid Labor and team work,	$ 23,966.16	
" " Flagging, paving and crossing stone,	3,804.71	
" " Repairs of waggons, carts, harness, &c.,	323.47	
" " Shoeing horses, oxen, and repairing tools,	854.60	
" " Grain and feed,	958.46	
" " Hay and straw,	835.47	
" " Gravel,	714.61	
" " Lime, cement and brick,	201.20	
" " Stone,	1.75	
" " Drain pipe,	61.01	
" " Shovels, hoes and other tools,	188.09	
" " Repairs on sand catchers,	69.04	
" " Plank and timber for bridge,	43.87	
" " Repairs of drains,	18.95	
" " Street brooms, &c.,	10.50	
" " Nails and hardware,	28.57	
" " Copper boiler, &c.,	10.00	
" " Trimming trees,	4.67	
" " Wedges,	5.60	
" " Stone drag,	9.75	
" " Wheel barrow,	8.00	
" " Oil and tar,	46.50	
" " Gas,	15.20	
" " Doctoring horse,	6.00	
" " Pasturing horse,	7.00	
" " Use of wagon,	5.97	
" " Wharfage on flagging stone,	63.75	
" " Fees for weighing,	2.70	
" " Lumber,	12.84	
" " Repairing pumps,	3.00	
Total expenditure,	$32,281.44	
1867, 3d mo. 21. Balance transferred to incidental account,	46.20	$32,327.64

CREDIT.

1866, 3d mo. 29. Annual appropriation,	$29,000.00	
By amount received for sales of stone and dirt,	521.80	
" " " " " " cart and wagon,	60.00	
" " " " " " manure,	30.00	
" " " " " " flagging stone,	8.64	
" " " " " " labor,	221.00	

By amount received of Superintendent,	$178.60	
" " " for boarding horse,	180.00	
" " " for removing rubbish from streets deposited from cellars and yards, per order of the Board of Health,	1,127.00	
" Error in pay roll,	60	
" Transfer from account of sewer or drain,	1,000.00	
		$32,327.64

LIGHTING THE STREETS.

To Paid Gas,	$3,570.29	
" " Benzine,	236.03	
" " New lanterns, repairs and lamps posts,	1,001.01	
" " Lamp lighters,	2,110.50	
" " Wicks and dusters,	14.27	
" " Ratent right to use lamp tubes,	450.00	
" " Gas burners and tips,	50.50	
" " Repairing ladders and steps,	22.15	
" " Oileometer,	3.50	
" " Book,	9.00	
" " Paint and glass,	5.35	
Total expenditure,	$7,472.60	
By account transferred to Fire Department,	750.00	
1867, 3d mo. 21. Balance transferred to Incidental expense,	1,777.40	$10,000.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$10,000.00

CITY WATCH.

To Paid Watchmen,	$16,390.50	
" " Officer's of the Watch salary,	150.00	
" " Gas,	162 26	
" " Crackers,	10.40	
" " Keys,	2.52	
" " Stationery,	7.30	
" " Washing blankets,	12.55	
" " Ladders and repairs,	8.75	
" " Seating chairs,	8.02	
" " Faucet &c.,	1.25	
Total expenditure,	$16,753.55	
Balance transferred to incidental expense account,	246.45	$17,000.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$17,000.00

SALARIES.

To Paid Salaries of City Officers, $15,330.00

CREDIT.

1866, 3d mo. 29. By annual appropriations, $15,330.00

CITY DEBT.

To Paid Bonds,		$19,650.00	
" " Coupons,		22,399.00	$42,049.00
	CREDIT.		
1866, 3d mo. 29.	By annual appropriation,		$42,049.00

INCIDENTAL EXPENSES.

Paid	Assessor for extra services and office expenses,	$925.12
"	Expenses of Police stations,	1,049.63
"	" " Elections,	436.00
"	" " Board and clothing of Insane,	1,478.45
"	Allen Almy, due him for extra salary,	25.00
"	Printing and advertising,	1,252.96
"	Rents of halls for amories, &c.,	937.00
"	Extra salary to Marshal and Assistants,	1,725.00
"	Salaries of Officers of Police Court,	500.00
"	Salary of Janitor for Library building,	300.00
"	Conveying prisoners,	480.25
"	Feeding prisoners at Police Stations,	134.84
"	Books, pens, ink and paper,	285.91
"	Gas for City Hall and offices,	388.36
"	Copying,	36.50
"	Interest on temporary loan and to Trustees of Free Public Library,	2,425.97
"	Clerk hire in Treasurer's office,	778.00
"	Damages for injuries received from coasting and slippery side walks,	180.00
"	Labor in Cemeteries,	241.53
"	Cleaning Market,	50.00
"	Board in State Reform Schools,	264.52
"	Services of Police Officers,	270.75
"	Horse hire,	176.30
"	Cleaning City Hall and basement,	87.05
"	Carting rubbish from streets, extra, per order of Board of Health,	1,030.00
"	Salary of Health Officer,	696.50
"	Chloride of lime,	52.01
"	Quarantine Physician,	100.00
"	Distributing circulars to citizens,	73.25

Paid	Fuel, labor, &c., for Health Office,	$12.94
"	Sealing standard weights and measures,	16.23
"	Bunting,	11.61
"	Posting notices,	6.85
"	Mattresses for Police Stations,	6.00
"	Shavings, &c., for Library building,	5.75
"	Firing salute on arrival of School Ship in our harbor $36.50. Salute to Yachts, $42.63,	79.13
"	Expenses of Trustees of School Ship at Parker House,	20.00
"	Exchange in clocks, City Clerk's office,	15.00
"	Insurance,	7.80
"	Repairs on pumps in streets,	14.25
"	Conveying truants,	17.75
"	Profile of Austin street,	6.00
"	Cleaning out drain,	4.50
"	Painting at City Common,	38.39
"	Recording deeds,	20.70
"	B. Otheman, judgment,	11.55
"	Tin trunks, &c., City Clerk's office,	19.82
"	Crockery, furnishing, &c., for City offices,	43.59
"	Trees for new engine house, corner 6th and Bedford streets,	27.00
"	Refreshments election day,	25.44
"	Clerk of Market for brooms, labor, &c.,	7.65
"	Auctioneer's com. for selling old mill building, &c.,	7.00
"	Repairs on City clock,	7.00
"	Returns of deaths, and recording berths, marriages and deaths,	254.15
"	Plan of location of monument in City Hall square,	10.55
"	Lighting City Hall and washing towels,	47.10
"	Expense of celebrating July 4th, 1866,	1,305.38
"	New flag staff, City Common,	200.57
"	Repairs on Merrimac school house,	1,571.98
"	Gas burners in City Hall and entry,	54.00
"	Map of line of division of City, &c.,	57.63
"	Tax on land for water works in Acushnet,	162.61
"	Sundry expenses in offices of City Clerk and Treasurer,	180.76
"	Plans of engine house cor. 6th and Bedford sts.,	50.00
"	Pump, and repairs of well at Common,	86.19
"	Expenses of committee on horse railroads,	6.91
"	Fuel for City offices, City Hall and police stations,	707.91
"	Alchohol for meters,	14.42
"	Use of canvas,	3.00
"	Brass Band for public concerts,	300.00
"	Making out tax bills,	60.00
"	Collecting names of deceased soldiers,	50.00
"	Distributing tax bills,	82.50
"	Fish, &c.,	50,00
"	Making stand for Brass Band,	16.01
"	Repairs on bell and powder house,	14.00

Paid Repairing chairs and settees,		$22.62	
" Use of bell at Stone Church,		60.00	
" Delivery of charcoal to school houses, &c.,		19.50	
" Getting in coal,		4.67	
" Soap,		9.30	
" Map,		7.00	
" Setting glass,		10.22	
" Silas Cook for damages to his property awarded by the City Council, Nov. 22, 1866,		200.00	
" Clerk hire in City Clerk's office,		53.75	
" Refreshments for Water Committee,		52.55	
" Ringing bell 22d February,		1.00	
" Oil and paint, City Hall,		86	
" Painting in Assessors' room,		1.08	
" One year's subscription to Daily Mercury,		7.00	
Total expenditures,		$22,548.07	
Transfer to Rural Cemetery,	$2,000.00		
" " Soldiers' & Sailors' monument,	1,500.00		
" " Appropriations, 1865,	2,610.55		
" " Special appropriations, 1866,	6,800.00	12,910.55	
1867, 3d mo. 29. Transfer to new account,		14,173.61	$49,632.23

CREDIT.

1866, 3d mo. 29. Annual appropriation,			$15,757.28
By amount received of Clerk of Police Court for fees, fines and rent,		$1,395.34	
" Amount received of Commonwealth for armory rent, 2 years,		1,250.00	
" Interest on water bonds,		854.51	
" Sale of Bellville school house and lot,		800.00	
" Rent of City Market,		614.00	
" Use of City Hall, licenses, &c.,		583.00	
" Sale of lots in Pine Grove Cemetery,		238.00	
" Uncalled for bills,		208.82	
" Licenses received at Liberty Hall,		186.00	
" Received of Protecting Society,		2.00	6,131.67
" Transfer from account of Public Schools,		9.49	
" " " " " Support of Poor,		2,022.30	
" " " " " Fire Department,		56.11	
" " " " " Lighting streets,		1,777.40	
" " " " " Repairs of highways,		46.20	
" " " " " City Watch,		246.45	
" " " " " Free Public Library,		10.21	
" " " " " Repairs of pub. build's,		2,184.82	
" " " " " New engine house,		144.24	
" " " " " Sewer or drains,		19,456.18	
" " " " " Unappropriated taxes,		1,776.13	
" " " " " City Common,		13.75	27,743.28
			$49,632.23
1867, 3d, mo. 29. By balance from old account,			$14,173.61

EXTENSION OF RURAL CEMETERY.

To paid Labor on grounds,	$11,128.76	
" " Cutting stone,	105.03	
" " Plans for arch, &c.	84.46	
" " Surveying and laying out avenues and lots,	142.50	
" " Tools and hardware,	77.60	
" " Lumber,	49.79	
" " Lime and Cement,	73 25	
" " Oxen,	250.00	
" " Hay,	313.80	
" " Corn and meal,	179.14	
" " Frame for shoeing oxen,	25.00	
" " Blacksmiths' coal,	20.00	
" " Iron and steel for tools,	26.75	
" " Blasting powder,	75.50	
" " Derrick,	49.72	
" " Repairing cart,	6.75	
" " Mason Work,	21.51	
" " Expenses of committee, horse hire, &c.,	17.00	
" " Carting,	9.34	
Total expenditure,	$12,655.90	
1867, 3d mo. 28.		
Balance to new account,	721.91	
		$13,377.81

CREDIT.

1856, 3d mo. 1st.		
By balance from old account,	$1,798.89	
By amount received of Superintendent for sale of lots,	1,322.00	
" " " for sale of stone,	2,216.76	
" " " " " " wood,	3.00	
" " " " use of derrick,	22,00	
" " " " blacksmith work,	11.16	
" " " " shoeing oxen,	4.00	
" transfer from incidental expense account,	2,000.00	
" special appropriation,	5,000.00	
" transfer from Oak Grove Cemetery,	1,000.00	$13,377.81
By balance brought down,		$721.91

EXTENSION OF OAK GROVE CEMETERY.

To paid Land,	$1.429.00	
" " Labor,	1,458.33	
" " Surveying, laying out avenues and lots,	149.00	
" " Oxen,	240.00	
" " Grain and feed,	81.52	

To paid Tools and hardware,	$15.77	
" " Hay,	9.15	
" " Iron and steel,	10.53	
" " Powder,	30.50	
" " Lumber,	51.24	
" " Horse hire,	5.00	
Total expenditure,	$3,480.04	
Transfer to Rural Cemetery, 1867, 3d mo. 29.	1,000.00	$4,480.04
Balance to new account,		925.43
		$5,405.47

CREDIT.

1866, 3d mo. 6. By balance from old account,	$3,721.15	
By amount received of Superintendent for sale of lots,	1,395.00	
By amount received for sale of oxen,	236.82	
By amount received for sale of half of barn,	50.00	
By amount received for sale of stone,	2.50	$5,405.47
By balance brought down,		$925.43

SEWER OR DRAIN IN WESTERN PART OF CITY.

To paid Mill pond lot,	$2,000.00	
" " Labor on drain,	2,323.54	
" " Surveying, &c.,	90.25	
" " Iron pipe,	75.54	
" " Shovels,	13.95	
" " Tools and repairing do.	55.03	
" " Carting and labor,	138.75	
" " Lumber,	15.87	
" " Powder,	11.15	
" " Stone,	8.00	
" " Rope,	14.30	
" " Sundries paid by J. F. Underwood,	5.00	
Total expenditure,	$4,751.38	
Transfer to repairs of highways,	1,000.00	
Transfer to incidental expense account,	4,000.00	
1867, 3d mo. 21.		
Transfer of balance to incidental expense account,	15,456.82	$25,208.20

CREDIT.

1866, 3d mo. 29.		
By annual appropriation,	$25,000.00	
By sale of old mill,	197.00	
By error, bill duplicated,	11.20	$5,208.20

REPAIRS OF PUBLIC BUILDINGS.

Paid City Hall building,	$481.56	
" Library building,	83.40	
" Police stations,	114,59	
" New engine house, County street,	57.92	
" City stable,	9.70	
" City common,	121.86	
" Fence to engine house lot, Purchase street,	35.14	
" Tree protectors City Hall square,	335.67	
" Old school house, Charles street,	446.02	
" Kempton street school house,	716.91	
" Merimac street school house,	421.52	
Total expenditure,	2,824.29	
Transfer to incidental expense account, 1867, 3d mo. 21st.	1,571.98	
Balance transferred to incidental expense account,	612.20	$5,008.47

CREDIT.

1866, 3d mo. 29.		
By annual appropriation,	$4,000.00	
By sale of engine house lot on Purchase street,	705.00	
By sale of land on Dartmouth st. to H. H. Lumbard,	200.00	
By amount received of chairman of committee on public property,	103.47	$5,008.47

NEW ENGINE HOUSE, CORNER SIXTH AND BEDFORD STS.

Paid for land,	$1,250.00	
" Mason's contract,	4,863.00	
" Extra mason work on house and drain,	577.55	
" Carpenter's contract,	2,646.00	
" Extra carpenter work,	97.59	
" Drawing plans and specifications,	112.63	
" Force pump, pipes and vane,	192.05	
" Gas pipes and fixtures,	77.30	
" Painting,	37.34	
" Gilding ball for flag staff,	4.75	
" Flag staff,	7.55	
Total expenditure	$9,855.76	
1867, 3d mo. 21.		
Balance transferred to incidental expense account,	144.24	$10,000.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$10,000.00

SOLDIERS' AND SAILORS' MONUMENT.

To paid Contract with Geo. F. Meacham,	$8,919.50	
" " Taking down flag staff,	30.35	
" " Extra foundation,	181.40	
" " Team work,	47,75	
" " Horse hire for committee,	14.00	
" " Traveling expenses of committee,	74.20	
" " Surveying,	2.00	
" " Copying list of names of deceased soldiers and sailors deposited in corner stone,	8.00	
" " Labor,	13.15	
" " Watching,	10.00	
Total expenditure,	$9,300.35	
1867, 3d mo. 29. Balance to new account,	3,999.65	$13,300.00

CREDIT.

1865, 11 mo. 30. By special appropration,	$10,000.00	
By transfer from incidental expense account,	1,500.00	
" " " special appropriations, 1866,	1,800.00	$13,300.00
By balance brought down,		3,999.65

NEW BEDFORD WATER WORKS.

To paid Commissioners' orders on City Treasurer, from Nos. 1 to 12 inclusive,	$42,069.46	
1867, 3d mo. 28. To balance to new account,	44,287.26	$86,356.72

CREDIT.

1866, 3d mo. 1. By balance from old account,	$85,684.13	
By amount received of Engineer for surveying,	572.59	
" " " for sale of saw mill,	50.00	
" " " " " " grist mill,	25.00	
" " " " rent of grist mill,	25.00	$86,356.72
By balance brought down,		$44,287.26

COMMONWEALTH OF MASSACHUSETTS.

1866, 3d mo. 1. To balance from old account,	$19,649.39	
To amount paid State aid,	12,227.61	$31,877.00

CREDIT.

By amount audited and not paid,	$383.86	
" " reimbursed by State Treasurer,	18,500.00	
1867, 3d mo. 28. Balance to new account,	12,993.14	$31,877.00
To balance brought down,	12,993.14	

FREE PUBLIC LIBRARY.

To paid Salaries of Librarian and Assistant,	$1,758,34	
" " Books,	801.18	
" " Gas,	60.80	
" " Duster, brooms, paste, &c.,	12.85	
" " Printing,	8.50	
Total expenditure,	$2,641.67	
1867, 3d mo. 21. Balance transferred to incidental expense account,	10.21	$2,651.88

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$2,500.00	
By transfer from incidentals	151.88	$2,651.88

LIQUOR AGENCY.

To paid for liquors,	$13,006.76	
" " Salary of Agent and Clerk,	1,775.00	
" " Rent of store,	175.00	
" " Fuel,	41.23	
" " Internal Revenue tax,	112.50	
" " Dimijohns and jugs,	94.20	
" " Kegs,	11.75	
" " Corks,	16.60	
" " Gas,	32.36	
" " Freight, express, books, paper, faucet, &c.,	135.82	$15,401.22

CREDIT.

1866, 3d mo. 1.		
By balance brought down from old account,	$207.39	
" Sales of liquor, &c.,	14,698.00	
" Balance transferred to new account,	495.83	$15,401.00
1867, 3d mo. 21. To balance from old account,	$495.83	

CITY COMMON.

To paid salary of Superintendent,	$575.00	
" " rope,	5.25	
" " trees,	6.00	
Total expenditure,	$586.25	
1867, 3d mo 21,		
Balance transferred to incidental expense account,	13.75	$600.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,		$600.00

TRUSTEES OF THE FREE PUBLIC LIBRARY.

To paid Geo. Howland, Jr., President pro tem., orders on the City Treasurer,	$215.45	
1867, 3d mo. 29.		
Balance transferred to new account,	310.57	$526.02
CREDIT.		
By income of trust funds and donations,		$526.02
By balance from old account,		$310.57

REAL ESTATE TAX ACCOUNT.

1866, 3d mo. 1. To Balance brought forward,	$736.92	
To sales of real estate for taxes by City treasurer,	446.19	$1,183.11
CREDIT.		
1867, 3d mo. 28.		
By amount received by Collector for taxes paid,	$262.00	
By balance to new account,	921.11	$1,183.11
1867, 3d mo. 28. To balance brought down,	921.11	

STEAM FIRE ENGINE No. 4 — CORNELIUS HOWLAND.

1866, 5 mo. 1.	
To paid Amoskeag Manufacturing Co. for engine,	$4000.00
CREDIT.	
1865, 9 mo. 30. By special appropriation,	$4,000.00

TEMPORARY LOAN.

To paid notes on demand,	$95,000.00
CREDIT.	
By notes on demand to City Treasurer and sundry individuals,	$95,000.00

UNAPPROPRIATED TAX ACCOUNT.

1867, 3d mo. 21.	
To transfer to incidental expense account,	$1,776.13
CREDIT.	
By amount of taxes paid Collector,	$1,776.13

GEORGE HOWLAND, JR., FUND.

CREDIT.	
1866, 3 mo 1. By donation to Free Public Library,	$1,600.00

CHARLES W. MORGAN FUND.

CREDIT.	
1866. 3 mo. 1. By donation to Free Public Library,	$1,000.00

Abstract of the Financial Operations of the City, for the years 1866-7.

	Original appropriation	Special appropriation	Balances March 1st, 1866. Dr.	Balances March 1st, 1866. Cr.	Add or subtract.	Appropriation as altered.	Balances as altered.	Expenditures and payments.	Credit balances transferred to incidental expenses.	Credit balances not transferred.	Debit balances transferred to incidental expenses.	Debit balances not transferred.
Support of Public Schools,	$50,000.00				+ $1,431.30	$51,431.30		$51,421.81	$9.49			
Salaries of City Officers,	15,330.00					15,330.00		15,330.00				
Support of the Poor,	25,000.00				+ 5,922.80	30,922.80		28,900.50	2,022.30			
Fire Department,	18,500.00				+ 609.95	19,109.95		19,053.84	56 11			
Repairs of Highways,	29,000.00				+ 3,327.64	32 327.64		32,281.44	46.20			
Lighting the Streets,	10,000.00				— 750.00	9,250.00		7 472.60	1,777.40			
City Watch,	17,000.00					17,000.00		16,753 55	246,45			
City Debt,	42,019.00					42,049.0		42,049.00				
Free Public Library,	2,500.00				+ 151.88	2,651.88		2,641.67	10.21			
Repairs of public Buildings,	4,000.00				+ 563.51	3,436.49		2,824.29	612.20			
Sewer or Drain—"Tripp Brook,"	25,000.00				— 4,791.80	20,208.20		4.751.38	15,456.82			
City Common,	600.00					600.00		586.25	13.75			
New Engine House, cor. Sixth and Bedford St.,	10,000.00					10.000.00		9,855.76	144.24			
Excess of abatem't & remit. of taxes over outlay	10,000.00					10,000.00		10,000.00				
Special Appropriation, 1865,	4.263.72				+ 5,000.00	9,263.72		4.263.72				$5,000.00
Incidental Expense Account,	15,757.28				+ 20,964.40	36,721.68		22,548.07		$14,173.61		
	$279,000.00					$310,302.66		$270.733.88	$21,895.17	$14,173.61		$5,000.00
Unappropriated Tax Account,					+ 1.776 13				$1,776.13			
Extension of Rural Cemetery,		$5,000.00			+ 8.377.81	$13,377.81		$12.655.90		$721.91		
Extension of Oak Grove Cemetery,				$8,721.15	+ 684 32		$4,405.47	3,480.04		925.43		
Soldiers' and Sailors' Monument,		1,800.00			+ 11,530.00	13,300.00		9,300.35		3,999.65		
Water-Works,				85,684.13	+ 672.59		86,356.72	42,069.46		44,287.26		
Commonwealth of Massachusetts,			$19,649.39		— 18,883.00		765.53	12 227.61				$12,993.14
City Liquor Agency,				207.39	+ 14,698.00		14,905.39	15,401.22				495.83
Real Estate Tax Account,			736.92		+ 446.19		1,183.11	262.00				921.11
Steam Fire Engine, No. 4,				4,000.00				4,000.00				
Appropriation, 1865,			9,974.45				7,363.90				2,610.55	
Temporary Loans,				50,000.00	+ 45,000.00			90,000.00				
Trustees of the Free Public Library,					+ 526.02			215.45		310.57		
Special Appropriations,					+ 6,800.00		6,800.00				6,800.00	
George Howland, Jr., Fund,				1,600.00						1,600.00		
Charles W. Morgan Fund,				1,000.00						1.000.00		
Appropriations, 1866,					+ 279.000.00			272 325.66				6.674.34
City Treasurer, Cash,			23,745.75		+ 468,454.64		492,200,39	451,266.38				40,934.01
		$6,800.00	$54,106.51	$146,202 67					$23,171.30	$67,018.43	$9,410,55	$67,018.43

SCHEDULE OF CITY PROPERTY.

City of New Bedford,

In Committee, March 21st, 1867.

The sub-committee appointed by the Finance Committee to appraise the city property have attended to their duty, and submit the following report, viz:

VALUATION OF PROPERTY OF ALMS-HOUSE DEPARTMENT.

New alms-house, barn and out-buildings,	$23,000.00	
Old alms-house, barn and out-buildings,	1,400.00	
Small-pox hospital,	400.00	
Farm containing seventy-six acres,	12,500.00	
Furniture in keeper's department,	150.00	
Furniture in inmates' department,	2,000.00	
Furniture in small-pox building,	25.00	
Mechanics' tools,	150.00	
Stone and mowing machines,	250.00	
Carts, gears, lumber and light wagons,	500.00	
Farming utensils,	588.00	
Farm stock,	2,331.00	
Wood shed in city yard,	300.00	
Hay and grain on hand,	1,300.00	$44,894.00

HIGHWAY DEPARTMENT.

Eight horses,	$1,800.00	
Wagons, carts and gears,	900.00	
Sundry harnesses &c.,	200.00	
Sundry tools &c.,	500 00	
Flagg stones,	500.00	$3,900.00

PUBLIC BUILDINGS, LAND, &c.,

City Hall and lot,	$68,000.00
City Library building,	44,000.00
City Common,	40,000.00
Land on William Street including Library lot,	12,000.00
Old Town Hall and lot,	7,000.00
Volumes in City Library,	13,000.00
City stable, out-buildings and lot,	7,000.00
Rural Cemetery and lodge,	17,000.00
Pine Grove Cemetery,	800.00
Oak Grove Cemetery,	11,000.00

Powder magazine,	$450.00	
Land at Clark's Point,	200.00	
South Pound lot,	200.00	
Land at Clark's Cove,	100.00	
Gravel lot at Clark's Point,	100.00	
One acre of land near Tobey's,	25.00	
Land on Willis street, watch-house and lot,	350.00	
Land near Hayden Coggeshall's,	250.00	
Land near P. Terry's,	300.00	
Windmill lot,	250.00	
Land west of County street, near J. D. Thompson's,	500.00	
Land opposite Daniel Ricketson's,	150.00	
Old Mill-Pond lot, head of Bedford street,	1,000.00	
Standard weights and measures,	300.00	
Surveying instruments,	300.00	
Two brass field pieces,	700.00	
Muskets and other equipments,	100.00	$225,075.00

FIRE DEPARTMENT PROPERTY.

Engine-house and land, Acushnet,	$300.00	
Engine-house and land, Jesseville,	4000.00	
Engine-house and land, corner County and Hillman streets,	10,000.00	
Engine-house and land on Purchase street, occupied by Steam Fire Engines,	6,000.00	
Engine-house and land, Fourth street,	800.00	
Engine-house and land, Third street,	300.00	
Hook and Ladder house, on leased land,	250.00	
Engine-house and land, corner Sixth and Bedford sts.,	10,000.00	
Steam Engine Onward and hose-reel,	4,000.00	
Steam Engine Progress and hose-reel,	4,000.00	
Steam Engine Excelsior and hose-reel,	4,500.00	
Steam Engine Cornelius Howland and hose-reel,	4,500.00	
Engine No. 3,	700.00	
Engine No. 5,	1,500.00	
Engine No. 6,	1,800.00	
Engine No. 7,	200.00	
Engine No. 9,	700.00	
Engine No. 10,	700.00	
Engsne No. 11,	700.00	
Hook and Ladder carriage No. 1,	800.00	
Hook and Ladder carriage, (old)	100.00	
Two water tanks,	1,000.00	
Twelve horses for steam engines,	3,000.00	
Twelve sets of harnesses,	350.00	
Two wagons,	200 00	
Spare hose, &c.,	1,400.00	58,200.00

SCHOOL DEPARTMENT.

North school-house and lot,	700.00	
Acushnet school-house and lot,	1,300.00	
Plainville school-house and lot,	1,000.00	
Haskins Corner school-house and lot,	1,000.00	
Cannonville school-house and lot,	1,500.00	
Hill school-house and lot,	2,000.00	
Merrimac street school-house and lot,	10,000.00	
Parker street school-house and lot,	12,500.00	
Cedar street school-house and lot,	2,000.00	
Maxfield street school-house and lot,	3,500.00	
Charles street school-house and lot,	1,000.00	
Kempton street school-house and lot,	3,000.00	
High School, house and lot,	12,000.00	
William street school-house and lot,	4,000.00	
Arnold street school-house, on leased land,	100.00	
Bush street school-house and lot,	3,500.00	
Fifth street school-house and lot,	23,000.00	
Sixth street school-house and lot,	2,000.00	
Griffin street school-house and lot,	600.00	
Dartmouth street school-house and lot,	3,500.00	
Grove school-house and lot,	1,800.00	
Apparatus in High School house,	700.00	
Apparatus in City Library,	100.00	
Clark's Point school-house,	600.00	$91,400.00

CITY LIQUOR AGENCY.

Valuation of stock on hand,	$1,800.00

WATER WORKS.

Expenditures,	$56,000.00

RECAPITULATION.

Alms-house department,	$44,894.00	
Highway department,	3,900.00	
Public buildings and land,	225,075.00	
Fire department,	58,200.00	
School department,	91,400.00	
Liquor agency,	1,800.00	
Water works,	56,000.00	
		$481,260.00

JOSIAH W. BONNEY,
CHARLES M. PEIRCE, Jr., } Committee.
JOB L. SHAW,

1867—CITY DOCUMENT No. 4.

REPORT

OF THE

JOINT STANDING COMMITTEE

ON THE

SUBJECT OF STATE AID,

Under the Law of April 23, 1866.

NEW BEDFORD:
FESSENDEN & BAKER, PRINTERS TO THE CITY.
1867.

REPORT.

City of New Bedford,
January 5th, 1867.

To the City Council of New Bedford:

Gentlemen,—The Committee appointed under the Joint Order of May 17, 1866, "to direct the City Treasurer in relation to the execution of the act of the Legislature passed April 23d, 1866, entited "An Act to provide State aid for disabled Soldiers and Sailors and their families, and for the families of the slain," have discharged the duty set forth in the order.

The whole amount paid out by the Treasurer upon the operation of the law is $9,916.06, to over two hundred beneficiaries. The detailed account of these payments, about twenty-four hundred in number, has been prepared by the Treasurer, in accordance with the provisions of the law and forwarded to the State Auditor.

Annexed, and making a part of this report, will be found the report of the City Treasurer to the Committee, in which there is set forth a minute and interesting account of the operation of the law, and of the methods which have been pursued in carrying it into effect.

All of which is respectfully submitted.

JOHN H. PERRY, Mayor,
Chairman of the Committee.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5th, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT

OF THE

CITY TREASURER.

OF HIS

OPERATIONS UNDER THE STATE-AID LAW,

FOR THE YEAR 1866.

REPORT.

CITY OF NEW BEDFORD,
Treasurer's Office, January 1st, 1867.

To His Honor, John Howland Perry, Mayor of the City, and Chairman of the Committee on Military Relief.

DEAR SIR:—Under the State-Aid law passed April 23d, 1866, aid has been extended by me to two hundred and nine persons, and the amount which has been paid and charged upon the books of the Treasury to the Commonwealth of Massachusetts is $9,916.06.

These payments are founded upon the services in the army and navy of one hundred and twenty-nine persons. As the fact of residence and not of quota governs the operation of the law in any particular town or city, these persons from whose connection with the war-service of the U. S. Government our action has arisen are not all found upon the list of those who enlisted to the quota of New Bedford. It is, however fair to presume that the number of the disabled and the dependents upon the dead connected with our quota, who have been relieved in other parts of the State, does not vary much from the number of those who, having become residents of our city, have sought the relief provided by the law through the Treasurer of New Bedford. Some of our quota who were disabled or who died in the service, have no names connected with theirs upon our record of relief. Some few of the dead left behind no dependent ones to ask for the bounty of the State—some of the disabled, have not, probably claimed it. Some were wounded so slightly that they do not come within the provisions of the law.

An analysis of our record shows that we have extended the bounty of the State to different classes as follows, to wit:—

Disabled Soldiers, thirty-eight,	38
Wives of Disabled Soldiers, nineteen,	19
Disabled Soldiers, with one or more children, eight,	8
Widows, fifty-seven,	57
Widows with one or more children, thirty-six,	36
Orphan Children, including a few whose mothers have again married, twenty-one,	21
Mothers,	22
Fathers,	8
	209

Making the number two hundred and nine, as before stated.

I have included in this statement, four widows, two children, one disabled man, one father and one mother whose claims arose from enlistments in the naval service.

Our payments under the law commenced July 1. As the payments of that month included the monthly allowance for a large proportion of the whole number from the beginning of the year, it was, of course, much the largest. The monthly payments have been as follows:—

July 1,	$4,433.32
August 1,	732.00
September 1,	1,342.22
October 1,	914.40
November 1,	851.12
December 1,	828.00
January 1, 1867,	815.00
Making the whole amount as above stated,	$9,916.06

The whole number of applications for the aid, if we count each beneficiary an applicant, has been about two hundred

and seventy-four;* and of this number, two hundred and fifty-nine** have been in the form prescribed by the State Auditor. Quite a number of the applications were so manifestly without any foundation in the law, that the applicants did not go any further than to state their respective cases to the City Treasurer. Deducting from the whole number of formal applications the number allowed, and it is seen that the number disallowed is fifty-nine; founded upon thirty-one cases of service.

In these rejected cases, care was taken to give the applicants every possible opportunity for stating their claims; and it is believed that the most severe scrutiny would fail to discern any reason for a change in the decision of the Relief Committee. All the applications are on file, and endorsed upon each will be found the reasons why the application was not granted.

It is a fact as singular as it gratifying, that in no case has an appeal been taken from the decision of the Committee to the State Aid Commissioners; a body, composed of the Adjutant General, the Surgeon General, and the State Auditor, whose duty it is, when requested by a rejected applicant, to review the proceedings of the Municipal Authorities and confirm or reverse them as they may think proper.

While justice, humanity and gratitude have prompted us to extend the provisions of the law to every one it was intended to embrace, we have endeavored to keep clearly in view the fact, that the City Authorities are but the agents of the Commonwealth in the distribution of its bounty; and that our only guides in the discharge of this duty are the law and the instructions of its authorized interpreters. The intent of the law-making power, in its purposes of benevo-

*This, in cases of children of disabled soldiers or of widows, when they are included in the application of the parents, allows one child only.

**In these estimates, I have allowed the same proportion of beneficiaries to applicants in the rejected as in the allowed cases.

lence, must control and limit the action of its agents. We have endeavored to be faithful agents both to the State and to those it was her aim to assist.

In deciding upon the applications presented, the fact that in the case of the applicant a pension had been granted by the U. S. Government has been deemed important. The principle of the pension and State-Aid laws being the same, it was obligatory upon the City Authorities to give weight to the careful scrutiny always instituted by the officers of the general government in cases of application for pension, when application was made for the State bounty. It has been seen that our distribution of the State-Aid, under the law of April 23, 1866, has been based upon the services of one hundred and twenty-nine persons. Founded upon the service of the same persons, there have been issued by the U. S. Government ninety-seven pensions, leaving but thirty-two cases in which the aid has been extended for reasons independent of the fact that pensions had been granted. The "Disabled Men," the "Widows" and "Orphans" are nearly all pensioners. In some instances applications had been made for pensions which appeared to be well founded, but some informality had prevented final action. The unpensioned beneficiaries upon our rolls are nearly all "Fathers" and "Mothers." The number of these we have seen is thirty.

While we have regarded the fact of the pension as important in the determination of the right of the applicant, we have not considered it conclusive. The law makes no reference to it, neither is it made a *sine qua non* in the instructions of the State Auditor. The question, does the law mean to include the applicant in its provisions for relief? has been determined in accordance with the directions of the law and the interpretations of the Auditor. It was, as we have believed, in accordance with the spirit of the law to give, to a

sick or wounded soldier, or to the needy representatives of those who had died that the country might be saved, the benefit of a doubt.

In accordance with what was, it is thought, universally the opinion when action under the law commenced, in a few instances, aid was extended to the wives of disabled soldiers who had married after discharge from the service. A subsequent review of this action led to the belief, that this class of applicants was not included, under the provisions of the law. Accordingly payment to this class was stopped with the August allowance.

Payment to another class of applicants, although it had the sanction of the State Auditor, has been uniformly denied. (Auditor's Circular, June 13. 1866. directions under the head of Sect. 3.) Females who had been widows of volunteers in the service, but who had re-married, were not considered as entitled to the aid under the law, and quite a number who applied were refused. Their children by the deceased volunteer, have been regarded as in charge of guardians regularly appointed by the Probate Court. In one case only has the aid been paid to the mother under these circumstances; and in that it was ascertained that although delay had taken place in the appointment of a guardian, the mother and step-father were fully competent and entirely willing to apply the aid to the support of the children. All full orphan children have had the aid extended to them through guardians regularly appointed.

In every case, a certificate of enlistment and of such other facts as are of record in the Adjutant General's office has been required as a foundation for a claim under the law. With, perhaps half a dozen exceptions, these certificates have been obtained by the Treasurer. This has occasioned great labor; it having been necessary, in many cases, to write twice and not infrequently three times before the certificate could

be obtained. These certificates are all filed with the applications.

The notices to other towns and cities, when applications have come from residents not of our quota, and the answers required to such notices from other places where applications had been made founded upon the services of those who enlisted to our quota then resident, have involved a large amount of correspondence and much labor to ensure correctness. It is believed that there has been no failure to comply with the provisions of the law in these respects.

Forms for applicants were provided by the State Auditor.

There were but two forms provided for all classes of applicants contemplated by the law. These forms were to be filled up; and when it became necessary, altered to adapt them to the shape required. In each case nearly as much labor has been necessary as is usually bestowed upon a deed, to prepare these forms for the signatures of the applicants. Many of these were ignorant of the material facts; and labor and delay have been necessary that they might be obtained.

No statement that it is in my power to make can give any adequate idea of the labor which this part of the State-Aid operation has occasioned.

These applications when filled up and signed, were to be sworn to. Fortunately the treasurer of the city is a Justice of the Peace. That being the case, when he had filled up the form and obtained the signature of the applicant, he could administer the oath, and complete the document by adding to it his certificate that the applicant had signed it and made oath that it was true. No charge was made for this service. In no case has an application to the Relief Committee of New Bedford for the State-Aid been attended with any expense excepting the fee paid to the examining surgeon by the disabled volunteers, or those who presented themselves as

such. The examination was required by the law; which fixed at one dollar, the fee to be paid the officer appointed by the Surgeon General for conducting it.

All the labor of preparing the applications, ascertaining the facts and forming in each case the decision which the facts have warranted has been performed without any expense to those who have made to this office application for the aid provided for in the law. The wishes of the General Court and of the State officials connected with the administration of the State-Aid Law in this respect have been fully understood and carried into effect to the letter. Even the expense of conveying to the sick the monthly allowance which they were unable to call for at this office, has been paid by the city.

The State and City authorities are under great obligations to Doct. J. H. Mackie, for the careful and judicious manner in which he has discharged the duties of Examining Surgeon. His thorough knowledge of the law under which he was called upon to act, as well as of his profession, has enabled him materially to aid the authorities of the city in their efforts faithfully to discharge the duties of the agency which the law had imposed.

The care that has been extended by the Committee on Military Relief, in the administration of the State Aid Law, warrants the belief that the bounty has been distributed strictly in accordance with its true meaning and intent. No labor has been spared to obtain all the facts in each case; and a decision has been made only after a careful application of the facts to the law.

An inspection of the envelopes to each application will shew, that much labor has been bestowed in making, in every case, a thorough enquiry, and noting down the most material results.

In quite a number of doubtful cases, instead of giving an adverse decision, and sending the applicant to the State

Commissioners upon an appeal from their judgment, the Relief Committee have chosen themselves to present these cases in an informal manner to the Commissioners, and make a re-xamination founded upon the opinions obtained from this reliable source. In this way, with scarcely any trouble to the Commissioners, and without any trouble or expense to the applicants, results have been obtained having all the reliableness of decisions made at a formal meeting of the Board of Appeals. The fact that no appeal has been taken from the decisions of our Relief Committee, is conclusive evidence that the unsuccessful applicants have been satisfied that such an appeal would be unavailing.

Since our operations began, several of those first entered upon our rolls have removed from the city. As we pay to residents only, the aid ceases, when such removals take place. A number have been transferred to this city from other places where the beneficiaries have become residents.

In all such cases the same care has been extended as would have been bestowed upon original applications.

Five of those upon our list have died. One volunteer, two widows, one wife, and one mother. The volunteer and the husbands of both the widows were of Company C, 54th Regiment; and all these men, Lewis Fleetwood,* Joseph R. Campbell and Abraham P. Torrence, were of the gallant band which, led on by the noble Shaw, attacked the ramparts of Wagner. Two of them shared his grave.

Connected with the roll which has been prepared in this office for the purpose of carrying into effect the State-Aid Law, will be found, against the name of each volunteer, the facts concerning his disability or death. This record, gathered from various sources, will be a valuable contribution to the history of New Bedford in the War. If dead, the date

*Fleetwood lost a leg and died of the wound.

and the place and the cause of death are stated. If disabled, the cause and the date.

I am, sir, with much regard, truly yours,

JAMES B. CONGDON,
City Treasurer.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, Clerk.

1867—CITY DOCUMENT No. 5.

REPORT

OF THE

OVERSEERS OF THE POOR.

To the Mayor and Aldermen and Common Council of the City of New Bedford.

The Overseers of the Poor respectfully present their report for the year ending Feb. 28th, 1867, as follows:

The expenses at the Alms House have been	$14,877.72	
The expenses out of the Alms House	14,016.78	
Whole amount expended,	$28,894.50	
Balance on hand March 1st,	2,022.30	$30,916.80

The receipts have been as follows:

From Towns for support of their Poor,	$3,750.01	
" Commonwealth,	353.50	
" Sales from Farm,	1,635.29	
" Sale of Coal to School Department,	178.00	
" Appropriation,	25,000.00	$30,916.80

Number of admissions to the Alms House,	119	
Average number supported per month,	60⅓	
Number of deaths,	4	
Cost of maintenance per week,		$4.22

Number of admissions by sentence 62, viz:

Intemperance,	21	Idle and disorderly,	6
Larceny,	9	Truency,	20
Vagrancy,	5	Disobedience,	1

The amount, $14,016.78, expended for outside relief has been distributed to 505 families, comprising 1491 persons; of this number, 179 families, comprising 545 persons belong in this City, and the amount expended on their account is $5,881.32, an average of $10.79 for each person. 101 families comprising 273 persons belong to other towns in the

State, and the amount expended on their account is $2,298.-54, an average of $8.42 for each person, which will be reimbursed by the towns where they have settlement. 225 families comprising 673 persons have no settlement in the State, and the expense incurred on their account is $3,117.-58, an average of $4.62 for each person.

Fifty-eight persons have been sent to the State Alms House at Bridgewater, and 20 assisted to leave the State.

The principal products of the Farm are as follows, viz: 4465 lbs. beef; 9075 lbs. pork; 507 lbs. veal; 300 bushels corn; 414 bushels oats; 44 bushels barley; 790 bushels potatoes; 296 bushels other vegetables; 1000 heads cabbage; 29,650 quarts milk, and 75 tons hay.

In behalf of the Board of Overseers of the Poor.

SILAS ALDEN, Secretary.

In Common Council, 3d mo. 28, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

1866.—CITY DOCUMENT No. 6.

REPORT

OF THE

BOARD OF ENGINEERS.

To His Honor the Mayor, and City Council:

Gentlemen: — In conformity with the Ordinance organizing a Fire Department, the Board of Engineers herewith submit their Annual Report of the condition of the Fire Department, as regards apparatus and property owned by the City and attached to the Department, and under their charge, the number of alarms of fire during the last year, losses by fire and insurance on the property exposed, together with such other matters appertaining to the Department as may be of interest to your honorable body and the citizens generally.

On account of the changes that have occurred in the Department the past year, by the disbandment of companies, and location of the engines, which is not yet fully completed, the Department, though in a good and prosperous condition, is not so fully organized and well regulated as it will be when the several engines, with their companies, have their respective locations assigned them; when the Department can be so regulated and organized as to be able to meet most any emergency in their line of duty, that they would be liable to have to cope with in this city.

During the past year, the companies attached to Hand Engines, Nos. 3, 5 and 6, have been disbanded, and one company organized, and attached to a Steam Fire Engine, located in the new engine house, on the corner of County and Hillman streets, leaving at the present time in active service, three steam engines, two hand engines, and one hook and ladder carriage, operated by a force of 170 men and nine horses. There has also been a new steam engine added to the Department this year, and is now held in reserve, but will be put in service as soon as the new engine house on the corner of South Sixth and Bedford streets is completed, which will be in a short time. This will add one more engine in active service.

There are also three hand engines and one hook and ladder carriage held as a reserve. The several engine houses and the apparatus connected with the Department are in good condition.

In view of the above statements, your Board of Engineers would respectfully suggest that it would be advisable as soon as the steamer, that is now held in reserve, is put into active service, that the company attached to the hand engine in the City proper be disbanded, feeling satisfied that with the four steamers located as they will be, it would not be necessary to keep a company for a hand engine in the City fire district, as, in their judgment, the steamers will be sufficient to meet the wants of the Department.

The number of alarms for fires since the last Annual Report was transmitted, has been 30. For fires, 29; false alarms, 1.

Damage to property amounts to	$12,675
Insurance on the same,	6,035

The following is a schedule of fires and alarms, from 12th mo. 26th, 1865, to 12th mo. 26th, 1866.

DATE.	OWNER.	OCCUPANT.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1865.						
12 mo. 26,	E. Sampson,	Allen & Bliss,	121 Union street,	$25	Ins.	A can of burning fluid caught fire.
31,	G. F. Wood, Westport,	Unoccupied.	Cor. Kempton and Cypress sts.	Trivial.		Slight burning of an unoccupied building. Incendiary.
1866.						
1 mo. 3,	Watson Ryder,	Watson Ryder,	Foot of Howland street.	500		Damage of building, &c , occupied as parafine works. Caught from the stills.
18,	James Rich,	Mrs. Johnson,	157 Elm street,	500	Ins.	Partial burning of dwelling house. Incendiary.
2 mo. 12,	Elizabeth B. Carter,	Manuel DeCosta,	59 South Water street.	300	Ins.	Slight burning of dwelling house, caused by burning of bedding.
3 mo. 10,	Samuel Rodman,	E. Perry and C. Leavitt,	N. side Hillman, near Water st.	300		Burning of barn and hay. Supposed to have been set on fire by boys playing with matches.
11,	New Bedford Port Society,	Seamen's Bethel,	Bethel street,	600	Ins.	Partial burning of lower story of building, caused by defect in stove-pipe.
11,						False alarm.
12,	A. Hathaway,	A. Hathaway,	Cor. Mechanics Lane & N. 6th st.	Trivial.		Slight burning of wood in a shed building. Incendiary.
4 mo. 4,	Abraham Sanford,	A. Sanford,	Dartmouth street, near Oak.	40		Burning of a shed building. Cause unknown.
8,			Rotch's wharf.	150		Partial burning of the cabin of schooner C. J. Jones.
10,	Mrs. Samuel Heath,	Mrs. Heath,	Cor. Walnut and S. Second sts	275	Ins.	Partial burning of dwelling house, caused by defect in chimney.
27,	Estate of Thomas C. Allen,	L. Hawes & Wm. Knights,	13 Purchase street.	535	Ins.	Partial burning of a building occupied as a store. Caused by defect in furnace.
5 mo. 5,	Thomas S. Hathaway,	T. S. Hathaway,	Cor. Purchase and Elm streets.	25	Ins.	Slight burning of roof of house. Caught by sparks from chimney.
23,			23 Spring Street.	Trivial.		Slight burning of roof of building by sparks from chimney.
27,	Heirs of Thos. M. Carthy,	M. Downey, & A. J. Skiff,	70 Middle street,	700	$500	Partial burning of dwelling house. Cause unknown.
6 mo. 7,	W. A. Robinson & Co.,	W. A. Robinson & Co.,	N. side Walnut, near Water st.	50	Ins.	Slight burning of the roof of try-house. Caught from the chimney.
10,			Fairhaven,			Burning of building in Fairhaven.
7 mo. 4,						Several slight fires occurred during the day without causing a general alarm. Caused by fire-crackers, &c.
28,			28 Elm street,	Trivial.		Slight burning of roof of dwelling house. Caught from sparks from chimney.
8 mo. 9,	N. Jenney,	N. Jenney, Mr. Robinson,	38 Willis street,	1200	700	Partial burning of dwelling house and furniture. Cause unknown.

DATE.	OWNER.	OCCUPANT.	LOCATION.	LOSS.	INS.	CAUSES, &c.
25.	S. Leonard & Sons,	S. Leonard & Sons,	Leonard street,	Trivial.		Slight fire in oil works.
9 mo. 13	Green & Wood & C. Briggs,	C. Briggs and Mosher & Brownell,	Leonard's wharf,	4,800		Burning of planing mill, machinery, &c. Cause unknown.
10 mo. 4,	John Keating,	J. Keating and N. C. Tripp.	246 South Water street,	500	Ins.	Partial burning of dwelling house. Caused by a defect in chimney.
22,	Messrs. Howland,	Chapman, Bonney & others,	Foot of Union st., south side.	Trivial.		Slight burning of roof of brick block. Caught by sparks from chimney.
11 mo. 9	A. Barker,	J. C. Brock,	Rear of 117 Union street.	Trivial.		Igniting of burning fluid.
23,	Estate of Charles Swift,	Jas. Pierce, 2d, T. B. Ellis, Mrs. M Mitchell, M. Hill, E. Pond.	N. E. corner of North Second and Middle streets.	950	800	Partial burning of dwelling house and store. Incendiary.
12 mo. 2,	Trinitarian Society.	Trinitarian Church & Soc.	Cor. Fourth and School streets.	1,225	Ins.	Partial burning of Trinitarian Church. Caused by a defect in chimney.
6,	N. B. & Taunton R. R. Co.,	N. B. & Taunton R. R. Co.,	Ray street,	Trivial.		Slight fire in wood shed building.
22,	Twist Drill Corporation,	Twist Drill Corporation,	Cor. Fourth and Bedford sts.	Trivial.		Partial burning of window curtain in factory.
				$12,975	$6,035	

The amount paid for services of firemen, attached to the Department, from December 1st, 1865, to December 1st, 1866, is $6,822.59.

There has been purchased the past year 1000 feet of new patent cotton hose.

In reference to a supply of water for the Fire Department, which it will necessarily demand, as soon as the Department is fully organized, under a steam fire engine organization, your Board of Engineers would respectfully suggest to your honorable body that some early action be taken upon the subject, as there are sections of the City where there is now an insufficient supply of water for fire purposes.

They would also suggest that some efficient method be adopted in giving the alarm of fire, and the section of the City it is in, and would recommend to the City Council, that some early action in reference to some telegraph system of fire alarm be established in the City proper, feeling satisfied, in their own minds, it would be for the interest of the City, by saving in the wear and tear of the apparatus of the Department, in having some system by which the firemen can know the immediate vicinity where the fire is raging, and proceed forthwith to the location, as by the present method of giving alarms they are oftentimes misled, and much time is lost and the firemen much exhausted before arriving at the right location, all of which could be obviated in a great measure if some system as proposed should be established.

In conclusion, it is with much pleasure that we can refer to the harmonious action of the whole Department, and their zealous devotion to the interest of the City for the past year, for which we would return our sincere thanks.

And to the Committee on Fire Department, and all others

in authority, we would tender our thanks for their cooperation and support in all matters of the Department.

Respectfully submitted,

Per order of the Board,

T. P. TOMPKINS,

Chief Engineer of Fire Department.

City of New Bedford,
Dec. 22d, 1865.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

MARSHAL'S REPORT

FOR 1866.

To his Honor the Mayor, Aldermen and Common Council of the City of New Bedford:

GENTLEMEN:—In the performance of my duty, and agreeable with the usage of this department, I herewith submit to your honorable body my annual report for the year ending December 31st, 1866.

The whole number of prosecutions before the Police Court has been 490, of which 389 were males, and 101 females.

The following are the offences:

Drunkenness,	149	Contempt of Court,	5
Larceny,	99	Keeping liquor with intent to sell,	5
Assault and battery,	93	Common drunkard,	4
Idle and disorderly,	30	Violation of Sunday law,	4
Liquor nuisance,	19	Violation of City Ordinance,	4
Sale of Liquor,	18	Disorderly house,	3
Vagabonds,	11	Robbery from person,	3
Common seller,	7	Enticing away female,	1
Peddling without license,	6	Attempt at abortion,	1
Assault with intent to rob,	3	Threatening to kill,	1
Burglary,	2	Violation of statutes in regard to billiards,	1
Disobedient child,	2	Violation of law of the road,	1
Breaking and entering,	2	Attempt to rescue prisoner,	1
Violation of statutes in regard to public health,	2	Inciting witness,	1
Defacing public buildings,	2	Rape,	1
Assault with dangerous weapons,	2	Obtaining money under false pretenses,	1
Illegal gaming,	5		

The following is the amount received and paid out by me:

Received from licenses,	$149.00	
" Officers' fees, Superior Court,	61.35	
" from C. D. Burt, police service at House of Correction,	32.50	
Balance from last year's account,	35.45	$278.30

Paid for clearing snow from sidewalks,	$32.25	
" for killing and burying dogs,	9.50	
" travelling expenses of officers in pursuit of prisoners,	15.75	
" for incidentals,	65.82	
" J. B. Congdon, City Treasurer,	140.00	$263.32
Leaving a balance in my hands of		$14.95

In my last report I called attention to the great diminution in the number of prosecutions before the Police Court, and I am gratified at the close of the current year to be able to present to your Honorable body my report showing a still further decrease since, in the number of prosecutions.

Of the higher offences some were committed beyond the City limits, and others by parties who undoubtedly visited the City for purposes of plunder with the design to subsist upon the means thus unrighteously obtained, rather than to earn their daily bread by honest toil, but in all these cases the offenders were speedily arrested and brought to summary justice, by the active and watchful vigilance of the Police.

Among the lesser offences prosecuted before the Police Court many were brought to light by officers beyond the control of the City Government, and in most instances, the means employed and the inducements offered to the weak or dissolute as an incentive to commit crime, were deemed to be beneath the dignity of this department. For where the detective officer becomes a party to the crime I cannot defend his action by any principle either of equity or morality.

It has been my practice to place one or more officers at the railway stations on all occasions where a large concourse of strangers were expected to visit the City, whose duty was to observe and watch carefully the actions of all who in their judgment merited suspicion, hence the remarkable success that has crowned the efforts of this department in bringing all offenders against the laws to swift justice.

My Assistants without a single exception have at all times performed their arduous duties to my entire satisfaction, and

have contributed much to the efficiency of this department.

I desire in conclusion, to express my sincere thanks to his Honor the Mayor, and the City Council for their ever ready co-operation in all matters pertaining to my office.

All of which is respectfully submitted.

OLIVER M. BROWNELL, City Marshal.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT OF THE OFFICER OF THE WATCH.

CITY OF NEW BEDFORD, Dec. 31, 1866.

To the Hon. Mayor, Board of Aldermen and Common Council of the City of New Bedford:

GENTLEMEN:—Agreeably to custom, I have the honor to present this my first Annual Report as Officer of the Night Police, for the year ending December 31, 1866.

Whole number of arrests, 153—males, 104; females, 49. Offences as follows:

Drunkeness,	117	Insane,	1
Vagrancy,	10	Truancy,	1
Larceny,	9	Attempt at Rape,	1
Idle and disorderly,	8	Desertion,	1
Assault and Battery,	3	Disturbing Meeting,	2
Total,			153

Five hundred and forty-three (543) persons have been provided with lodgings during the past year; 492 males, 51 females. A good proportion of these were persons going from place to place with the pretended, and in most instances, probably, for the real purpose of obtaining employment, and most of them coming hungry and without means, were fed at the City's expense, with some simple food provided for that purpose.

The year has been marked by unusual quiet, no disturbances of any note having occurred.

Persons arrested for drunkenness have been treated leniently, and such course taken with them as was thought best under the circumstances. The City has been signally blest in

regard to fires, very few having occurred in the night time during the year. Whenever a fire has broke out the alarm has been promptly given by the watchmen, and the firemen directed to the locality, thereby enabling them to get the sooner to work. I am of the opinion that the promptness of the firemen, aroused and directed by the watchmen to the locality of the fire on that fearful night or morning of Dec. 28th, was the means of the salvation of much valuable property.

I have endeavored to impress upon the minds of the watchmen their responsibilities, and that the citizens whose servants they are, and by whom they are paid, have a right to, and do expect them to be ever faithful in the discharge of duty; with one or two exceptions, the men under me, I believe to be above reproach. Two vacancies have occurred during the year, one by death and one by resignation.

Respectfully submitted.

GEO. R. HURLBUT, Officer of Night Police.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

1866—CITY DOCUMENT No. 8.

FIFTEENTH

ANNUAL REPORT

OF THE

TRUSTEES

OF THE

FREE PUBLIC LIBRARY,

OF THE

CITY OF NEW BEDFORD,

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
FESSENDEN & BAKER, PRINTERS TO THE CITY.
1867.

In Board of Aldermen, Jan. 24th, 1867.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, Clerk.

In Common Council, Jan. 24, 1867.

Concurred.

WM. A. CHURCH, Clerk.

OFFICERS OF THE FREE PUBLIC LIBRARY,

FOR THE YEAR 1867.

TRUSTEES.

His Honor, JOHN H. PERRY, Mayor of the City.
ANDREW G. PIERCE, Esq., President of the Common Council.
GEORGE F. KINGMAN, Esq., Chairman of the Joint Standing Committee on Public Instruction.
HON. GEORGE HOWLAND, Jr., JAMES B. CONGDON, Esq., JOHN P. BARKER, Esq., } at large.

COMMITTEES.

ON THE LIBRARY.

JOHN H. PERRY, GEORGE HOWLAND, Jr.,
JAMES B. CONGDON.

BUILDING.

ANDREW G. PIERCE, JOHN P. BARKER,
GEORGE F. KINGMAN.

ACCOUNTS.

JAMES B. CONGDON, JOHN P. BARKER,
GEORGE F. KINGMAN.

CLERK OF THE BOARD.

JAMES B. CONGDON,

LIBRARIAN,

ROBERT C. INGRAHAM.

ASSISTANT LIBRARIAN,

SOPHIA E. ALMY.

JANITOR,

JOHN W. WILLIAMS.

DONATIONS FOR THE YEAR 1866.

BOOKS AND PAMPHLETS.

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Akin, Ebenezer,		2	
Almy, Charles,	1		
American Antiquarian Society,			2
American Philosophical Society,			1
Bache, A. D., Supt. U. S. Coast Survey,	1		
Baldwin, J. D., M. C.	1		
Barney, Edwin L.,	4		32
Bartlett, J. R.,	1		
Boltwood, Lucius M.,		1	
Boston City Library,	1		
Boston Society of Natural History,			1
Brown, Francis H.,			1
Brownell, T. Frank,	1		
Butler Hospital for the Insane,			1
Charlestown Public Library,			1
Coffin, William C.,			3
Congdon, James B.,	4		88
Cooper Union, N. Y. City,			1
Detroit Young Men's Society,			1
Dexter, Franklin B.,			3
Dunbar, George H.,			2
Eliot Thomas D.,	32	1	13
Fall River Public Library,			1
Fessenden, C. B. H.,	1		2
Fitchburg Town Library,			1
Goodwin, William F.,			1
Grinnell, Joseph,	28		
Harvard College,			2
Hill, Thomas,			1
Howland, George, Jr.,			1
Howland, Weston,			3
Library Company, Philadelphia,			1
Lowell City Library,			1
Mercantile Library Association, Boston,			1
Mercantile Library Association, New York,			1
Mercantile Library Company, Philadelphia,			1
Peabody Institute, South Danvers, Mass.,			1
Pierce, Maria A.,			1
Providence Athenaeum,			2
Quint, Alonzo H.,			1
Raymond, Eben P.,			2
Rensselaer Polytechnic Institute,			1
Rhees, W. T.,			1
Sanford, T. E.,			12
Schouler, William,	1		

DONATIONS FOR THE YEAR 1866.

(CONTINUED.)

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
State Lunatic Hospital, Northampton,			1
State of Massachusetts,	8		
Stowe, Timothy,			5
Sumner, Charles,	1		8
Taunton Public Library,	1		
United States, Department of the Interior,	35		
Webb, Daniel E.,			2
Willey, Henry,	7		
Wilson, Henry T.,			2
Worcester Public Library,			1
Worth, Benjamin,			1
Young Men's Association, Buffalo,			1
Yonng Men's Mercantile Library Association, Cincinnati,			1

MISCELLANEOUS.

Arnold, James—Audubon's Birds of America.
Plates, 4 vols. folio. Text, 5 vols. 8vo.
Walton's Polyglot Bible, London, 1767, 6 vols. folio.
Robeson, Andrew—Audubon's Quadrupeds of America.
Plates, 3 vols. folio. Text, 3 vols. 8vo.
Greene, Thomas A,—Anti-Slavery Standard, 1865.
Totten, B. T., U. S. Navy—Whitworth Shell from Morris Island, near Charlestown, S. C.

REPORT.

To the Mayor and Aldermen, and Common Council of the City of New Bedford:

GENTLEMEN: — In accordance with the "Ordinance for the establishment and government of the Free Public Library," which provides, that the "Trustees shall annually lay before the City Council, a detailed report of their doings and of the condition of the Library," the Trustees for the year 1866, beg leave, respectfully, to place before you the FIFTEENTH ANNUAL REPORT of the government of the Institution.

The librarian has, as heretofore, kept a record of the delivery of books from the Library, and by that it appears that *thirty-five thousand, four hundred and five volumes* have been taken out during the year. This is the largest number ever delivered in one year. The daily average of deliveries has been *one handred and twelve.* The issue of cards has reached *seven thousand six hundred and eighty-two.* The increase during the year has been *four hundred and ninety-four.* These statistics afford conclusive evidence that the public interest in the Library of the People has been fully sustained during the year.

It gives us pleasure to place before you a transcript of our Record of Donations. While the number has not lessened, the value has exceeded that of any former year. From the National Government we have continued to receive the valuable documents which are published by order of Congress. They are sent to us through the Department of the Interior, and during the present year, *thirty-five* volumes have been received.

The Hon. Thomas D. Eliot has again placed us under great obligations for a large number of valuable volumes. Our records and reports abound with the evidences of this gentleman's constant and long continued devotion to the interests of the Library.

From the State Government, through the Secretary of the Commonwealth, we have received eight volumes of Legislative Documents, handsomely and substantially bound.

Twenty-eight volumes of valuable books have been added to our collection through the liberality of the Hon. Joseph Grinnell, and we embrace this opportunity again to thank him for his most acceptable donations.

In a note to the Annual Report of the Trustees of 1865, mention is made of a donation from the Hon. James Arnold, of "Audubon's Birds of America." In speaking of this munificent gift, we would adopt the language of the note: "This work, so rich and so rare, the most elaborate and perfect contribution to Natural History ever made, is an acquisition to the treasures of the people's library, of which they may, without impropriety, be proud. Such is its rarity and beauty, that the possession, of itself, may be regarded as giving a character and standing to the institution in which it is found. While the people of New Bedford will rejoice in this valuable addition to their library, they will gratefully remember that this act is but the continuance of a course of generosity and beneficence which has for a long series of years, blessed the community in which the donor resides."

The following resolutions were passed and entered upon the records of the Trustees, February 2d, 1866:

Resolved, That the thanks of the Trustees of the New Bedford Free Public Library are due, and are hereby given, to the Hon. James Arnold, for his munificent donation to the institution, of "Audubon's Birds of America."

Resolved, That the pleasure we feel and the gratitude we would hereby express, upon the acquisition of this noblest of all contributions to Natural

History, are due, not solely to the fact that our collections derive from it a great increase of value and interest, but also, because the donation conveys to us the evidence, that the best and most enlightened minds among us are intent upon sustaining and fostering the Library of the People.

Resolved, That the President cause a copy of these resolutions to be transmitted to Mr. Arnold.

Voted, That the Mayor be respectfully requested to communicate to both branches of the City Council, the fact of the receipt, by the Board of Trustees of the Donation from Mr. Arnold, and copies of the resolutions which the Board have adopted.

To Mr. Arnold we are also indebted for another work of great rarity and value, "Walton's Polyglot Bible," London, 1657. Six volumes.

This year, the Hon. John R. Bartlett, Secretary of the State of Rhode Island, has completed the work upon which he has several years been engaged, the "Colonial Records of Rhode Island."

The following is a copy of a note sent our librarian by Mr. Bartlett with the last volume.

STATE OF RHODE ISLAND,
SECRETARY'S OFFICE,
PROVIDENCE, February 6, 1866.

DEAR SIR: — I send you, by express to-day, for the City Library, New Bedford, the Tenth volume of the Colonial Records of Rhode Island, completing the work. If your set is deficient in any volume, please let me know and it shall be sent.

Yours Respectfully,

JOHN R. BARTLETT, Secretary.

Former reports of Trustees of the Library have noticed, in an appropriate manner, the enlightened liberality of Mr. Bartlett, in sending us, from time to time, the volumes of the work which is now completed. Upon the reception of the last volume, the Trustees felt called upon, in a more formal manner, to express the deep obligation they were under to

that gentleman. Under date of March 3, 1866, the records were made of which we give a transcript.

"In view of the interest which has been manifested by the Hon. John R. Bartlett in the prosperity of our institution, and of the reception of the valuable work which has reached us through his agency and kindness, the following vote was passed:

Voted, That the thanks of the Trustees of the New Bedford Free Public Library be given to the Hon. John R. Bartlett, for the interest he has shown in the success of our institution, and for the valuable addition which he has made to the Library, by the donation of the ten volumes of the "Rhode Island Colonial Records."

Resolved, That a copy of this record be transmitted to Mr. Bartlett.

It was as singular as it was gratifying, that a few months after we had received the "Birds of America" from Mr. Arnold, the "Quadrupeds of America," the other great work of Audubon, should be presented to us.

In November we received from Andrew Robeson, Esq., a letter, of which the following is a copy:

BOSTON, 3d Nov., 1866.

SIR: — I have sent you, by express to-day, a box containing a copy of "Audubon's Quadrupeds of America," which you will please deposit in the Public Library as the gift of my father, the late Andrew Robeson, of New Bedford. It has not been in my power to comply earlier, with instructions long ago received.

Yours, Very Respectfully,

ANDREW ROBESON, Ex'r.

At a Trustees' meeting, held November 16th, the receipt of the work having been stated, the following resolutions were passed:

Resolved, That it has given us great pleasure to add to our collection this splendid work of the great naturalist, Audubon, and that it affords us peculiar satisfaction to have received it as the bequest of a gentleman so long a resident in our city, so widely known and so universally respected.

Resolved, That a copy of the foregoing resolution be communicated to Andrew Robeson, Esq., through whom the work was received, and that he be tendered the thanks of the Board for his kind attention to his father's wishes.

Among the interesting and gratifying incidents of the year, has been the reception, through the Hon. George Howland, Jr., ex-Mayor of the city, of a communication from the City Authorities of Dartmouth, County of Devon, England, in reply to an address which had been sent them by the meeting held in New Bedford in September, 1864, to celebrate the Two Hundredth Anniversary of the incorporation of the old town of Dartmouth.

As all the circumstances connected with that celebration are regarded with interest by this community, we have thought that we might with propriety include in this report a notice, somewhat in detail, of this greeting from our transatlantic friends. In the Appendix* will be found at length the Address and the Reply, and the documents connected with them.

The reply is emblazoned on parchment in the brilliant style in which important papers were written in mediæval times. The body of the document is in the ancient Secretary hand, and the heading, important words, principal initials and border are beautifully illuminated in gold and rich colors. A more beautiful manuscript does not, probably, exist in this country. Great labor must have been expended upon it.

The seal, which is the most prominent part of the document, is elaborated with great care and success. In the address, allusion is made to the historical fact, that the fleet of Richard, Cœur de Lion, assembled in the harbor of Dartmouth, as it was preparing to transport to the East the troops the King had gathered for his crusade. As the seal evidently commemorates that event, it is probable that at

that time the franchise was bestowed upon the Borough. The lower part of the Seal is occupied by an ancient galley, floating upon the water, above which is a half-length portrait of Richard supported by lions. The Star of Christianity shines over one, and the Crescent of Mahometanism surmounts the other.

The Address of the City Hall meeting was beautifully engrossed by Mr. George B. Hathaway, of this city. It was a plain democratic document, with none of that emblazonry that is so attractive in the Reply. Both have been most successfully photographed by the Messrs. Bierstadts, and copies sent to each of the municipalites represented at the celebration. A frame of Dartmouth Oak is being carved for the Reply, and when it shall be thus surrounded and protected, it will form one of the most attractive objects in our Library.

The model of the Soldiers' and Sailors' Monument has been placed by the Joint Special Committee of the Council in our keeping. It has been carefully renovated and will be placed, under a glass case, in a conspicuous place in the Library Room. The Monument, rising in simple grandeur in the centre of our beautiful Common, gives forth to all who gaze upon its significant and harmonious proportions and decorations, a vivid and faithful utterance of a patriotism faithful unto death. But the names of the faithful are not there — could not have been placed there. Can we not supply this want, by a printed and ornamented *In Memoriam*, which shall give, not only the names of those who died for their country, but a brief narrative of such events connected with "New Bedford in the War" as we should wish to have preserved for transmission to the generations which are to come after us?

In our last report, we laid before you a statement of the amount there is in the Treasury of the city to the credit of

the "Trustees of the Free Public Library," independent of the city appropriation.

The amount at that time was,	$358.67	
Income added during the year,	167.35	
Balance and income,	$526.02	
Expended during the year,	138.70	
Balance unexpended,		$387.32

Balances of the several accounts:

George Howland, Jr., Fund (income),	$173.57	
Charles W. Morgan Fund (income),	54.35	
Horticultural Society Fund,	84.40	
Charles Congdon Fund,	75.00	
Total,		$387.32

The possession of this income, limited as it is, has enabled the trustees to supply some of the wants of an institution such as ours, without devoting any part of the City appropriation to any purpose but the purchase of books and the necessary expenses for attendance. Occasionally a picture can be purchased having an interest for all who visit the library. Photographs of interesting documents may be obtained, and frames and mountings for maps and engravings. Books of a costly character can be sometimes purchased which would be regarded as beyond the reach of our means, had we nothing but our regular appropriation to depend upon.

During the year it has enabled us to purchase Marshal's valuable portrait of President Lincoln, and to place it in a frame appropriate to a picture so dear to the hearts of the people. Photographs have been taken and framed of the "Address" and the "Reply" of which we have given a detailed account in another part of this report.

Having this small income at their disposal, the trustees felt at liberty on the 15th of December, instant, to place upon their records the following entry.

"It was represented to the Board, that an opportunity now existed for obtaining an artist proof copy of the engraving by James Smilie, of Bierstadt's celebrated painting of the "Rocky Mountains;" and a copy of the Chromo-Lithograph of Bradford's picture of "Sealers Crushed by Icebergs," recently exhibited in this city and so universally admired; the trustees believing that our Public Library should contain these re-productions of two of the most celebrated pictures by men who for several years were residents of our City, and whose reputation is a cause of just pride to our inhabitants: do

Order, that subscriptions be made, on behalf of the Trustees, for an artist proof copy of the engraving of Bierstadt's picture of the "Rocky Mountains;" and for a copy of the chromo-lithograph of Bradford's picture of the "Sealers Crushed by Icebergs."

Such productions as these are not only interesting and attractive as works of art—as gratifying and training that love of the beautiful which claims an elevated rank among the attributes of our humanity—but they fulfil a higher purpose. The pleasure which they confer, and the influence they exert, are not limited to the few who have been educated into a delicate perception of the hidden "glories of art." They reach, to impart both pleasure and profit, the minds of the masses. They educate, they elevate, expand, refine and purify; thus aiding in the work of preparing man for the pleasures and duties and trials of life. A good picture is a poem; a great picture is a great poem; and Bierstadt and Tennyson are both, after the fashion appointed of their Creator, engaged in the great work of elevating the ignorant and the erring into the higher plane of intelligence and virtue.

The School Ship Masschussetts has been, by the State Authorities, placed in the waters of the Acushnet. Regarding all on board of her as residents of our City, we have informed her officers that our library is opened to them, as to the other inhabitants of New Bedford; and have extended its use, under proper restrictions, to such of the boys of the school, as it is thought may be benefited by the perusal of our books. They have, however, a good library of their own, which, through the benevolent agency of a small band of New Bedford young ladies, will soon be largely increased. The interest manifested by the people of our City in this noble State Charity is highly creditable to them, and will, we doubt not, exert a happy influence upon those whose welfare it was instituted to promote. How extensively and firmly has the conviction fastened itself upon the community that the Library is an availing instrumentality, not only of intellectual elevation and enlightenment, but of moral renovation and reform.

The continued high price of books has restricted our purchases for this year, as for several years past, almost exclusively to the new publications of the American press. We should like to do more, for our library is yet greatly deficient in the standard works of literature and science, in our language; but we are content for the present to do this, hoping that it will not be long before a reduction in the price of books or an increase of means, will put it in our power to fill up the many vacant places in our catalogue. But we would most respectfully ask that a small addition may be made to the annual appropriation, to enable us to bind up our periodical literature and rebind a large number of volumes which have become too much worn for use. The splendid work bequeathed to us by Mr. Robeson being in sheets, must be bound to be available, and the binding will be expensive.

At the last session of the Legislature, the limitation was

removed, which restricted towns and cities as to the amount to be annually appropriated for the support of municipal libraries. In view therefore of the fact, that the sum of about five hundred dollars is immediately wanted to prevent deterioration and render a portion of our library available, we would respectfully ask you to allow that amount to be added to the sum which has been for several years, annually appropriated, and that for the present year the sum of three thousand dollars be voted to the Free Public Library.

It is ten years since the publication of our catalogue. In the mean time the number of our books has been about doubled, being now in excess of twenty thousand volumes. A complete catalogue of the books of the library, not included in that first published, is now nearly ready for the press; and we are only waiting for the means, to give it to the printer. The work has been prepared by our Librarian at great expenditure of time and labor, with an accuracy and comprehensiveness which leave us in these respects nothing to desire, and we are anxious that it should be, without delay, put into a condition to be used by the public. It is very much needed by the visitors to the library and takers of the books, and for want of it the usefulness of the institution is seriously impaired. A library without a catalogue is like a book without an index. The contents of neither can be known without a great loss of time and labor. The saving of both, in one year, by the officers of the institution and their visitors, would be equal in value to the cost of printing the work so much needed. A small sum, only, would be required for the printing and binding. The work of preparation, the labor of years, is so near completion, that the manuscript could at once be placed in the hands of the printer. We are very desirous that a small appropriation for this object, so important to the interest of the library, should be made, that before many months, this pressing want of the institution may be supplied.

In conclusion, the Trustees would congratulate the City Council upon the prosperous condition of the Free Public Library, and upon the elevated position which it occupies in the estimation of the inhabitants. Every year since the liberal and enlightened action of the City Government gave it an existence, its strength and its influence have increased, and its value and importance in the minds of the people grown deeper and wider. May that liberality which established and has hitherto sustained it, and that devoted and enlightened supervision, which has fostered its growth and rejoiced in its prosperity, be unceasingly and increasingly extended, that its past, bright and prosperous as it has been, may be eclipsed by a brighter and more prosperous future.

All of which is respectfully submitted.

JOHN H. PERRY,
GEORGE HOWLAND, JR.,
ANDREW G. PIERCE,
GEORGE F. KINGMAN,
JOHN P. BARKER,
JAMES B. CONGDON,
} Trustees.

NEW BEDFORD, Dec. 31, 1866.

APPENDIX.

Address of the Meeting at City Hall, New Bedford, September 24th, 1864, for the Celebration of the Two Hundredth Anniversary of the Incorporation of the Town of Dartmouth, to the Government of the City of Dartmouth, England.

To the Mayor, Recorder and Aldermen of the City of Dartmouth, County of Devon, England:

Gentlemen: — On this day of our solemn festivity, while we are assembled to commemorate the incorporation, two hundred years ago, of the town called by a name which your historic city has borne for nearly a thousand, We, the people of the City of New Bedford, and of the towns of Dartmouth, Westport, Fairhaven and Acushnet, municipalities into which the territory of the mother town has been separated, would to you, and through you to the inhabitants you represent, send a greeting of remembrance and regard.

Forcibly and pleasantly have we at this time been reminded of the many interesting circumstances which connect your ancient borough with the town whose corporate birth-day we now commemorate. We call to mind the fact, that it was from Dartmouth, and in a Dartmouth ship, bearing a name significant of that feeling of Concord which will, we trust, forever characterize the intercourse between the two nations to which we respectively belong, that Bartholomew Gosnold in 1602 put forth upon his voyage to America, landed upon *our* shores, and upon an island often called by his name, in sight from the spot upon which we are now assembled, erected the first white man's dwelling upon the soil of New England.

Deeper still have been our recollective associations as we have remember-

ed, that it was in your noble harbor, and in the nobler hearts and homes of the then inhabitants of your city, that our Pilgrim Fathers found a shelter, when the perils of the storm drove them from their course across the ocean to found an empire in the New World. It was the memory of that providential preservation, and of the hospitality extended to them in that hour of despondency and weakness, that prompted them, when they went forth from Plymouth Rock to subdue the forest and extend the borders of their Commonwealth, to bestow upon this portion of their goodly heritage the name of that city by the Mouth of the Dart, from which they had taken their last departure for their new home amid the wilds of America.

The occasion demanded of those who had been selected to address us, a brief recital of that conflict which led to the political separation of the United States of America from the land our people have ever loved to call the Mother Country.

And while we have been moved and saddened by the recital, we have with deep and grateful feelings remembered that it was William Legge, Earl of Dartmouth, Secretary of the Colonies under George 3d, and who derived his title from your ancient city, who gave the force of his character and commanding talents in opposition to the Grenville Administration, for conciliation and peace. For the memory of this friend of Franklin, the friend of justice, the friend of peace, this high-minded christian gentleman and Peer of England, we shall ever cherish the sentiments of profound respect.

Such are some of the links of that golden chain of association which at this moment stretches across the ocean, and binds together the city whose noble harbor sheltered the crusading fleet of the Lion Hearted Richard with the family of communities which are resting near the waters of Gosnold's Hope. We would add, as a circumstance calculated to strengthen the force of the historic reminiscences to which we have alluded, that we, too, are to a great extent, a family of fishermen. At a period not remote, a whaling fleet of nearly four hundred ships belonging to the communities we represent, manned by more than ten thousand seamen, was afloat upon the ocean.

We would assure you, gentlemen, in sending you this greeting, which finds its justification in, and depends for its interest upon, the incidents and circumstances we have recited, we have a purpose deeper than the extension of a compliment, or the indulgence of pleasant and interesting associations. We wish not to withold the expression of the fact, that in the civil strife which is now raging in our land, its loyal people would fain have extended to them that moral encouragement and support that attends upon the favorable testimony of enlightened Englishmen. They feel that they are doing battle for principles which they have derived from their Saxon ancestry, and which are dear to the heart of every Briton.

Allow us, therefore, to express the hope, that the reception of our earnest and affectionate greeting will give such a direction to your feelings and lead to such an examination of the questions at issue between us and our infatuated Southern fellow-countrymen, as shall result in your giving the weight of your enlightened minds, and the testimony of your Christian character, to the cause of universal freedom. We address you amidst the smoke and the roar of the conflict; but we hope and believe that the end is near — and when peace shall be restored, and the flag of our country shall again wave over an undivided soil and a united people, we feel assured that such will then be our condition, that closer than it has ever been before, will be the union between us and our Mother Country.

Dated at the City Hall in the City of New Bedford, this fourteenth day of September, in the year one thousand eight hundred and sixty-four, upon the two hundredth anniversary of the incorporation of the Town of Dartmouth.

Signed on behalf of the inhabitants of said City and of the towns of Dartmouth, Westport, Fairhaven and Acushnet.

MAYOR AND ALDERMEN OF NEW BEDFORD.

GEORGE HOWLAND, JR., Mayor.
WARREN LADD,
JOHN P. BARKER,
GEORGE G. GIFFORD,
MATTHEW HOWLAND,
AMBROSE VINCENT,
JOHN H. PERRY.

HENRY T. LEONARD, City Clerk.

COMMON COUNCIL OF NEW BEDFORD.

HENRY J. TAYLOR, President.
WILLIAM BOSWORTH,
CALEB HAMMOND,
WILLIAM G. TABER,
ELLIS PERRY,
DAVID B. KEMPTON,
HUMPHREY SEABURY,
J. FRANKLIN KEEN,
HENRY HILLMAN,
GEORGE F. KINGMAN,
JOHN P. KNOWLES, 2D.,
GEORGE R. PHILLIPS,
JOHN W. MACOMBER,
ANDREW G. PIERCE,
WILLIAM N. CHURCH,
CORNELIUS HOWLAND,

CHARLES H. TABER, L. M. KOLLOCK,
DANIEL HOMER, CHARLES H. GIFFORD,
OLIVER P. BRIGHTMAN, WILLIAM BOWEN,
JOSIAH S. BONNEY, CHARLES H. SHERMAN.

WILLIAM A. CHURCH, Clerk of Common Council,

SELECTMEN OF DARTMOUTH.

JIREH SHERMAN, RICHARD LAPHAM,
CALVIN K. TURNER, WILLIAM BARKER, Jr.,
Town Clerk.

SELECTMEN OF WESTPORT.

E. P. BROWNELL, THOMAS SANFORD,
GEORGE LAWTON, ISRAEL ALLEN,
Town Clerk.

SELECTMEN OF FAIRHAVEN.

BARTHOLOMEW TABER, ELLERY T. TABER,
E. R. ALMY, TUCKER DAMON, Jr.,
Town Clerk.

SELECTMEN OF ACUSHNET.

CYRUS E. CLARK, WALTER SPOONER,
PARDON TABER, Jr. JABEZ WOOD, Town Clerk.

The reply was sent to the Trustees by ex-Mayor Howland to whom its envelope was directed, accompanied by the following note:

37 Sixth Street, New Bedford,
3d mo. 3d, 1866.

To the Trustees of the Free Public Library:

Gentlemen: — A few days since, on the 22d ultimo, the anniversary of the birth of our beloved Washington, I received from Dartmouth, County of Devon, England, a reply to the memorial adopted by the gathering of the people of the original town of Dartmouth, on the occasion of the celebration

of the Two Hundredth Anniversary of the incorporation of the town, on the 24th, of September 1864: which I herewith present, together with the note accompanying it from Sir Henry Paul Seale, Baronet, Mayor of that city.

I would respectfully suggest the propriety of having the reply appropriately framed and hung in some conspicuous place in the public room of the Library, that those who desire, may have an opportunity, not only to examine the beautiful style in which it is executed, but also to read the noble sentiments it contains, and thus transmit them, in the language of the Reply, "to our children and our children's children."

Your friend and Colleague,

GEORGE HOWLAND, JR.

The following is a copy of the address of ex-Mayor Howland, which was published in connection with the Reply:

To the Gentlemen who constituted the Municipal Authorities of New Bedford, Dartmouth, Westport, Fairhaven and Acushnet, at the date of the Centennial Celebration in the year 1864:

RESPECTED FRIENDS: — It affords me much pleasure to inform you, that I have this day received from the Mayor of Dartmouth, England, a note, accompanied by the reply of the Municipal Body of that city, to the address which you, in behalf of the people you respectively represented at our Centennial Celebration, caused to be forwarded to the inhabitants of the ancient Borough. Our friendly greeting has called forth a response, earnest and affectionate. That you, and the people you represented when you placed your name to the Address, and sent it across the Atlantic, may enjoy the pleasure to be derived from the hearty and cordial sentiments of the reply, I place it before you, together with the note of Sir Henry Paul Seale, the Mayor. Your interest in this valuable and interesting document will be increased, when you shall have an opportunity of seeing the splendidly illuminated manuscript. It will be deposited in the New Bedford Free Public Library, where, as soon as it shall be framed so that it may be preserved from injury all who may wish will have the privilege of seeing it.

I would express the hope that the aid of the photographer, which proved so successful in multiplying copies of the address, may be resorted to for the same purpose in relation to the reply, that each of the municipalities may be furnished with a copy of both.

The date of this greeting from Old England, is the 4th, of July, 1865 — its arrival here is upon a day equally auspicious to America.

With much Respect,

GEORGE HOWLAND, Jr.,

Mayor of New Bedford, in 1864 and 1865.

Washington's Birth-day, 1866.

To the Mayor, Aldermen and Council of the City of New Bedford, and the Selectmen of Dartmouth, Westport, Fairhaven and Acushnet, State of Massachusetts, United States of America.

Respected Friends: — I have the high honor and great pleasure, in compliance with the request of the Municipal Corporation of the Borough of Clifton Dartmouth Hardness, of which I am at present Mayor and Chief Magistrate, to forward to you for your acceptance, the reply of the Mayor, Aldermen, Burgesses and Recorder of the Borough, unanimously voted on their behalf by their Council, to the very friendly and handsome address lately received by them from you.

I take this opportunity of submitting to you for myself individually, the cordial assurances of the high respect and esteem which I entertain for you and your great and glorious Republic.

I have the honor to be, Gentlemen,

Your most obedient, humble servant,

H. P. SEALE, Baronet,

Mayor of Dartmouth.

Dated Mount Boone, Dartmouth, County of Devon, England, Nov. 4th, 1865.

REPLY.

To the Mayor, Aldermen and Council of the City of New Bedford, and to the Selectmen of the towns of Dartmouth, Westport, Fairhaven and Acushnet, State of Massachusetts, United States, North America.

Gentlemen: — We, the Mayor, Aldermen and Burgesses of the Borough of Clifton Dartmouth Hardness, in the County of Devon in England, by the Council of the Borough, and I, Albert William Beetham, Recorder of the Borough, most gratefully accept your affectionate greetings and accompany-

ing testmonials of regard. We shall place them among our municipal records, and cause them to be preserved with the greatest care, in the hope that our children and our children's children may be induced to cherish and keep alive the feeling of amity which now exists between the two great nations, the younger of which clings to the fond memory of a common descent, and in all her own power and might, exults in the prosperity of the Mother Country.

We are particularly struck with the fact, that your affectionate greetings have been tendered to us by you under peculiar circumstances. We are deeply gratified in finding, that in joy and sorrow, you have been pleased to connect us with yourselves in your minds. In the festive proceedings attending the celebration of the Two Hundredth Anniversary of the incorporation of your town of Dartmouth, we were greatly honored by your remembrances; aud during the lamentable strife which lately existed between two branches of our descendants, equally regarded with admiration, respect and affection, you were not unmindful of us or regardless of our thoughts and opinions. We offer, with the greatest respect and cordiality our hearty congratulations on the prosperity of the communities we now address, and of that great and glorious community, once more united, of which you form a part; and we congratulate you most heartily on the termination of that civil strife which has raged among you. We most fervently hope and trust, that ere this, our response to your affectionate address shall have reached you, all feelings of animosity may have been buried, and have been succeeded by those generous sentiments which should fill "the breasts of foemen, worthy of each others' steel."

Friendship once more restored, we hope to see you progress in the paths of civilization and freedom. We, the inhabitants of the Old Country in the Old World, glory in the freedom we enjoy under our old institutions, modified or renovated as the time and circumstances require. And we rejoice that a nation, sprung from a common ancestry, in extending freedom and civilization in a New World, shows by its acts, that freedom is that for which she will live and die, and that freedom is the bond of union between us, freedom is the watch word which she shouts to us across the Atlantic. We fervently hope that we may be united by this common sentiment, and that civilization and science may continue to find the means of bringing us closer and closer together.

The electric fluid travelling below the mighty waves, silently and unseen, communicates from mind to mind. We fondly reflect that Newcomen's*

* Thomas Newcomen, a mechanic of Dartmouth, was the first to make the steam engine a profitable motive power. Within a hundred years, a Newcomen steam engine has been at work at the coal mines of Rhode Island.

genius helped to show to man how with safety, ease and speed to transport himself from the Dartmouth of your forefathers to the municipalities in the New World, to whose founders Old Dartmouth is pleased to be reminded she once showed hospitality and rendered assistance.

Accept the assurance, that we, "one and all," entertain for you and your country most strong feelings of regard, admiration and respect, and trust that the friendship of the two great and glorious nations may never be disturbed.

We beg you in return to cherish those kind and friendly feelings which your late Centennial Celebration appears to have aroused, and to believe that the good ship "Concord" will always find Old Dartmouth in England the same Harbor of Refuge to which in olden time she directed the "Speedwell" and the "Mayflower."

DARTMOUTH, 4th of July, 1865.

HENRY PAUL SEALE, Baronet, Mayor.
ALBERT W. BEETHAM, Recorder.
PERCY HOCKIN, Town Clerk.

SAM. W. PRIDEAUX,
R. F. BURROUGH,
GEO. HINGSTON.

JOHN BULLEY,
THOMAS W. EALES,
DOMINIC STONE,
SAM'L N. ELLIOT,
WM. SMITH,
MARK FOX,
WM. ASHFORD, Jr.,
ROBERTO WAFFIN,
ROBT. M. MORTIMER,
AUGUSTUS NEWMAN, M. D.
RICHARD W. EGG,
ROBERT CRANFORD.

1867—CITY DOCUMENT No. 9.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

SUPERINTENDENT'S ANNUAL REPORT,

FOR THE YEAR 1866.

NEW BEDFORD:
FESSENDEN & BAKER, PRINTERS TO THE CITY.
1867.

In Board of Aldermen, Jan. 7th, 1867.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, Clerk.

In Common Council, Jan. 7, 1867.

Concurred.

WM. A. CHURCH, Clerk.

REPORT.

In conformity to law the School Committee present their annual report.

During the year the anticipated cholera has not visited our City, and no pestilence has visited our schools; on the contrary we have gratefully to acknowledge a state of unusual, uninterrupted good health for the entire year. We now recall but one death in the past year among all the scholars of the public schools. But while *we* have been exempt, the public schools and the cause of popular education have suffered a loss in the death of Rev. Timothy Stowe, a former member of this Board and for three years its chairman. His disease was contracted while engaged in the service of the Christian Commission in alleviating the sufferings of our brave soldiers, and his death is another sacrifice to atone for the wrongs of our Government in the past and to perpetuate its free institutions in the future. He has passed away in the prime of life. We desire to pay our tribute of respect to his many good qualities of head and heart, to his lively interest in the cause of popular education, his genial sympathy, and his christian courtesy and worth.

We now have thirty-three separate and distinct schools, exclusive of two adult evening schools, containing about four thousand scholars and taught by seventy-five teachers, at an expense of about fifty thousand dollars per annum. With proper school buildings it is believed these schools might be reduced in number, by uniting contiguous districts and bringing the scholars together in larger schools, thus enabling a better classification of scholars and greater efficien-

cy, with less expense for school buildings, for fuel and for teachers' salaries.

EXPENDITURES.

The amount of appropriation by the City Government for Public Schools during the current financial year is fifty thousand dollars. The amount of bills approved by the Chairman during the calendar year now about to close is as follows, viz:

For Teachers' Salaries,	$35,559.55
" Fuel,	2,973.04
" Books and Printing,	2,862.33
" Furniture and Fixtures,	963.55
" Heating Apparatus,	1,454.63
" Cleaning and Whitewashing,	962.08
" Sweeping, Fire Making, Bell Ringing, &c.,	1,356.96
" Alterations and Repairs,	1,145.77
" Miscellaneous,	1,808.78
	$49,087.19

The year with the School Board begins with the first Monday in January, the financial year begins with the first of March, while the school year begins on the first Monday in September. These discrepancies cannot well be avoided, and in fact we know of no serious inconvenience resulting from them.

SUPERINTENDENT.

For the last two years our Public Schools have had the valuable services of Henry F. Harrington as Superintendent, who devotes his entire time to the School Department. The Board have made his salary the present year, two thousand dollars. His duties are delicate, multiform and arduous, and

he enters upon them with a cheerfulness, an enthusiasm and an ability which are worthy of high commendation. Being more intimately connected with the internal operations of the schools, the public is referred to his report, which accompanies this, for detailed information as to the various methods of teaching, with their results, together with other interesting matters in his sphere of duty.

By the Statute Law, in Cities and Towns where there is a Superintendent of schools, no compensation whatever can be allowed members of the School Committee for their services. With the whole time of the Superintendent at the service of the schools, the claims on the members of the School Committee would seem to be less imperative, and so they are; but nevertheless the faithful committee-man still finds that a judicious discharge of the duties properly devolving upon him constitutes no little tax upon his time. Among these duties are the examination and employment of teachers, the fixing of salaries, the determining of cases of discipline and modes of government and punishment, the selecting of text-books and arrangement of studies, the attending to the necessary expenditures for the schools and the care and oversight of all the school buildings and all the school property.

GENERAL CONDITION OF THE SCHOOLS.

We believe in no one particular, have the schools been allowed to retrograde during the year; on the contrary we think there has been a constant movement in the right direction, and that our schools to-day occupy a higher position, and are doing the public better service than ever before. By abolishing the Intermediate grade of schools and bringing the scholars together in larger schools (matters which will be found treated elsewhere in this report) we believe their usefulness would be greatly enhanced.

CHANGES.

During the year the Belville school has been discontinued, the school district abolished, the school house and lot sold, and the scholars transferred to other schools without detriment, or complaint on the part of any one.

On account of the defective construction of the Merrimac street (brick) school house, the City Government considered it unsafe to be occupied, and ordered its walls to be partially rebuilt. The schools occupying it were suspended for a few weeks near the close of the Summer term to give the committee on Public Property on the part of the City, under whose supervision the work was done, an opportunity to rebuild the walls, cement and whitewash the basement, and make other necessary repairs. It is now in excellent condition, and the schools in it are admirably conducted.

The Kempton street school house has been newly shingled and painted, which gives it a very respectable appearance.

The lower room of the Charles street school house has been put in good order, and supplied with new single desks for the accommodation of the scholars who were crowding the Intermedial schools, and those scholars gathered into that school-room under the care of an excellent and efficient teacher, who is succeeding to the entire satisfaction of all concerned.

New single desks have been substituted for the old seats in the Sixth street Primary school and a new, neat, convenient school-room has been fitted up at the Alms-House, capable of accommodating about thirty scholars. These constitute the principle changes in schools or school-houses during the year. Some further alteration will be most likely needed at the Alms-House during the coming year, to accommodate boys who are now spending their time in our streets in truancy, vagrancy and crime. The legislature have recently enacted laws enabling Cities and Towns which

avail themselves of their provisions, to *compel* the attendance at school of idle and vicious boys who have been heretofore neglected, where they may be reclaimed to lives of usefulness and virtue. The attention of our City Government has been drawn to the subject and they are now engaged in perfecting the necessary arrangements to enable us to carry out this much needed reform.

To accommodate the scholars crowding into the Merrimac street school, it will probably be necessary to remove the partition now standing between the recitation rooms, thereby making one good school-room; and placing therein an additional assistant.

It is very desirable to have the Parker street school-house arranged on the department plan, and to do this successfully requires some addition to the building. The matter was brought to the attention of the City Government, but they thought the season too far advanced to warrant undertaking it the present year. Another year it is hoped will see it accomplished.

A hall is very much needed on the third floor of the Fifth street Grammar school building for the general exercises of the whole school, and we hope at no distant day to see the need supplied.

The necessities of the High school are many and imperious. All the inconveniences which it labored under a year ago exist to-day in an aggravated form. All the arguments then adduced in favor of a new High School building to-day have additional force. To enable us to make any considerable reform in this school, we first of all imperatively need for it better school-room accommodations. These cannot be had in the present High school building without an outlay which we would not recommend. Even if they could, the present building is all needed by the Grammar school, now occupying a part of the building as a tenant with the High school.

There is no one thing the school department now so much need to enable them to work the whole machinery of the schools successfully, efficiently and economically, as a new High School building. The want of this blocks our progress in various directions. It renders it impossible to do for the High school itself what we desire and ought to do for it. It deprives us of the rooms which it now occupies which we need for the Grammar schools. With the present High school rooms at the disposal of the Grammar schools, we could so arrange and classify the Grammar schools, as to enable us to abolish entirely the Intermedial grade of schools, by placing the upper classes of that grade, which now gives more trouble in discipline than all the other schools put together, into the Grammar schools where they would be brought under the government of a gentleman principal; and the lower classes into the Primary schools. With this system, which, at the same time that it is more economical, is more effective, we can bring the scholars together so as to secure better classification, and by dispensing, as we could, with two or three of the poorest school-houses, make a saving in the care and expense of buildings, in cost of fuel, and in salaries of teachers by requiring a less number to accomplish the same work, which would be more easily and better done. We do not believe our people are disposed to withhold the needed means for the proper education of their children, and we most unhesitatingly declare that in our judgment a new High school House is an urgent necessity. We hope the new City Government will take the matter immediately in hand and that in 1867, we shall see the needed structure completed.

CHANGE OF TEACHERS.

There has been more than the usual number of changes in teachers during the year. Five of the lady teachers have

left the service to be married. We are sorry to lose their services in the schools, but nevertheless, we would have it distinctly understood that we bear losses under such circumstances with philosophic resignation. Several others for various reasons have resigned their situations. We desire in this connection to make particular mention of Miss Sarah A. Osgood, who resigned her place as assistant in the High school at the close of the last term, a place she had ably filled for the last six years. Her rare intellectual powers, aided by broad and generous culture, her love of study, her quick and keen preceptions, her lady-like deportment, her aptitude for teaching, all combined to make her an accomplished and successful teacher.

GOVERNMENT.

The government of the school-room has generally been considered an excellent illustration on a small scale of a limited monarchy; but we have had now for about two years in the Fifth Street Grammar School, in the principal's room, a school that is *self governing*, a little model republic and a very good model too. The girls and boys make their own laws and choose their own officers to execute them, and we challenge the State to produce a better governed school, whether considered in its general deportment, the work done, or the character evolved.

HOWLAND GRAMMAR SCHOOL ASSOCIATION.

About two years ago Master Woodard, a boy in humble life in the Middle Street Grammar School, conceived the idea of forming a society for the prevention of profanity and vulgarity. The idea was well received by his teachers and comrades, and also by the Superintendent, and a society has been organized called the "Howland Grammar School Association," in honor of Mrs. Rachel Howland, who had ex-

hibited a deep interest in the undertaking and had given substantial proofs of her desire for its success. On the 4th of July last, this Society held a public meeting in the largest Church in the City, when addresses were made by several of its own members and by Mrs. Howland and other friends of the enterprise. Subsequently the Society gave a collation in Pierian Hall to which they invited the City Government, the School Board, the teachers of the Grammar Schools and other friends. We hail this movement as being one in the right direction. A society of this kind formed by boys, among themselves, for themselves and managed by themselves, as it is, is a precursor of a better state of things. Boys at this age are peculiarly exposed to temptation and are more easily led astray, than at any other time in life; and a society that will save them from the foolish, ungentlemanly and wicked use of profanity and vulgarity will do more than save them from these sins; it will save them from evils to which these sins lead; and, as in the practice of wrong, one seldom stops with the commission of a *single* wrong, so in the work of reformation, if these boys are properly encouraged, they will not stop until they have developed manly, christian characters and wrought their own salvation. We commend their undertaking to the kind sympathy and encouragement of the whole community.

PUNISHMENT.

While we are opposed to the use of corporal punishment except in cases where other means fail, we are not prepared to say it shall never be used. With imperfect teachers, imperfect systems of government and imperfect training at home, with frequent applications of the rod, it is hardly reasonable to expect that the scholar can be governed in school without sometimes applying the rod. In cases where the

teacher has not the moral or magnetic power to command respect and secure order, the rod *must* come in aid; for without respect and order there can be neither favorable mental conditions nor healthy progress. *While we believe corporal punishment should never be resorted to, we are sorry to be compelled to confess that our teachers and systems of government are not yet so far perfected that we know how to get along without it.* To avoid corporal punishment we would not resort to something worse which we believe is sometimes done. It is hardly to be expected that we should be able to obtain teachers of the highest power to educate and to discipline, who possess all the christian virtues, for the compensation we are permitted to pay; and this brings us to the consideration of

TEACHERS' SALARIES.

We bear cheerful testimony to the zeal, the devotion and the faithfulness with which our teachers as a class apply themselves to their duties. Even the parents themselves do not manifest so much interest in the education of their children, as do these devoted teachers. We know of no class in the community who are required to perform service that demands so much time, labor and money to prepare one's self for, so much tact, talent, and ability to properly perform, and which so severely taxes the strength and energy of the performers, that is so poorly paid, as that of public school teachers. It is true they are engaged in school but about six hours a day for five days in the week with their classes, but this is by no means all nor the principal claim upon their time. *The successful teacher must ever be a learner.* They should acquaint themselves with the progress in literature, in science and the arts. They should make themselves familiar with the new systems in teaching and be able to decide on the best. A broad and liberal culture is essential to the thorough teacher,

and so far as this is gained from books it requires *money* to buy them and *time* for their study. The salaries of our lady teachers have been increased the present year from twelve to fifteen per cent., while the salaries of the gentlemen teachers remain substantially the same. It must be apparent to every tax-payer *who himself supports a family*, that our gentlemen teachers cannot with their salaries support a wife and children as a teacher's family *should* be supported. No one renders a better service to the community than the teacher, and it is a shame to us, if his income from his teaching does not yield him an adequate support for his family. Not only should the teacher be paid a salary sufficient to meet current needs, but the salary should be sufficient to enable him to lay by something for old age, when he cannot teach. The duties of the teacher are as difficult of performance, their labors are as important and useful, as those of any class of persons in any department of life, and the same financial inducements should be held out to them and the same rewards attend their faithful efforts, as to other callings in life. While he feeds the minds of our children, let us see to it that he has the means of keeping the wolf from his own door.

Below will be found a table, by which it will be seen what is paid for teacher's salaries in the various cities of the Commonwealth, except Boston, which pays higher salaries than any other city. It will be seen that we are behind most other cities in the salaries we pay to our gentlemen teachers. It is confidently believed, that the enlightened and liberal policy of our city council will lead them to appropriate a sufficient sum to enable us to accomplish a neglected duty, by voting the teacher the salary he ought to receive.

SALARIES PAID PUBLIC SCHOOL TEACHERS IN SOME OF THE PRINCIPAL CITIES IN THE STATE OF MASSACHUSETTS, IN 1866.

	HIGH SCHOOLS.			GRAMMAR SCHOOLS.		INTERMEDIAL.		PRIMARY.		
	Principals.	Sub-Masters.	Female Ass'ts	Principals.	Assistants.	Principals.	Assistants.	Principals.	Assistants.	
Springfield,..	$2,000	1,500	550	$1,500	$400 to $450	$400	$300	$400	$300	{ Penmanship, $1.500
Lowell,.....	2,000	1,500	500	1,500	350 to 400			350 to 400		{ Music, 1,500
Salem,.....	2,000	1,200	650 to 850	1.500	500			525	450	
Fall River,...	1,200 to 1,400	none.	525 to 625	1,125 to 1,325	385 to 425	385 to 475	370 to 400	385 to 425	370 to 400	
Worcester,...	2,500	none.	650 to 700	1,400	500		475	450	400	
Lynn,.....	1,650 to 2,000	none.	575 to 650	1,300 to 1,500	400 to 450			400 to 450		
Chelsea,.....	2 300	none.	700	1,800	350 to 500			350 to 500		
Taunton,.....	1 500	750	500	1,200	375	375	250 to 300	375	250 to 300	
Charlestown,	2,000	1,400	475 to 775	1,600	425 to 700			450	400	
Lawrence.....	2.000	none.	525 to 700	1,400	400 to 500	400 to 450	350 to 400	400 to 450	350 to 400	
Newburyport	1,200	950	400 to 450	900	350			350	325	
Roxbury,.....	3.000		500 to 1,000	1,800	450 to 675			400		
New Bedford,	1,300	1,200	525	1,200	450	400	400	450	400	

ADULT EVENING SCHOOLS.

The evening schools for adults which have now been in operation for eighteen years were opened in Sears' Hall in October. The males meet on Monday, Wednesday and Friday, and the females on alternate evenings. 139 males and 110 females are availing themselves of its advantages, thus showing the appreciation in which it is held. We believe it is doing a good work.

CONCLUSION.

The School Board the past year have endeavored conscientiously and faithfully to discharge their duties, with what success their fellow citizens must determine. Their duties when properly done, we consider the most important of any class of duties performed by any of the public's servants. They are important when considered in a financial point of view, as the money we expend is no inconsiderable amount; but when those duties are considered with reference to the direction and tone we give to our institutions of learning, to the training and discipline we furnish as the foundation of character for our children, their importance cannot be estimated. No higher duty can be performed by any class of men than to furnish a community with an education for its children, that will enable them to meet the calls of christianity and patriotism, of God and their country.

Respectfully submitted on behalf of the Board.

CHARLES ALMY, Chairman.

On motion of Mr. Kirby,

Voted, That the thanks of the Board be tendered to Charles Almy, Esq., for the faithful, efficient and courteous discharge of the duties of Chairman.

On motion of Mr. Devoll,

Voted, That the thanks of the Board be also tendered to Wm. Howe, Esq., long the efficient Secretary of the Board.

Voted, That the above votes be appended to the anuual report.

SCHOOL COMMITTEE, 1867.

WARD 1—Charles Almy, Joseph H. Cornell, J. Wingate Frost.

WARD 2—Wm. Howe, James M. Lawton, Benjamin S. Batchelor.

WARD 3—William R. Chisholm, Charles L. Swasey, Horatio A. Kempton.

WARD 4—Samuel P. Burt, Charles B. H. Fessenden, Henry B. Clarke.

WARD 5—Edmund Rodman, Humphry S. Kirby, Charles T. Bonney.

WARD 6—Sylvander Hutchinson, Pardon Devoll, Bartholomew Otheman, Jr.

ORGANIZATION OF THE COMMITTEE.

CHARLES ALMY, Chairman. WILLIAM HOWE, Secretary.

STANDING COMMITTEES.

ON HIGH SCHOOL—Almy, Rodman, Fessenden, Bonney, Burt.

ON GRAMMAR SCHOOLS—Fessenden, Chisholm, Hutchinson, Kempton, Cornell.

ON INTERMEDIAL SCHOOLS—Burt, Kirby, Lawton, Frost, Batchelor.

ON PRIMARY SCHOOLS—Clarke, Hutchinson, Devoll, Cornell, Otheman.

ON COUNTRY SCHOOLS—Rodman, Kirby, Lawton, Frost, Batcheldor.

ON ALMS-HOUSE SCHOOL—Bonney, Chisholm, Otheman.

ON EVENING SCHOOL—Devoll, Howe, Hutchinson.

ON UNGRADED SCHOOLS—Batchelor, Bonney, Hutchinson.

ON EXAMINATION OF TEACHERS—Almy, Fessenden, Burt, Clarke, Rodman, Devoll, Howe.

ON TEXT-BOOKS AND LIBRARY—Almy, Rodman, Fessenden, Kempton, Bonney, Clarke, Chisholm.

ON ACCOUNTS—Almy, Kempton, Kirby.

ON EXPENDITURES—Almy, Frost, Lawton, Kempton, Clarke, Kirby, Devoll.

SUPERINTENDENT OF PUBLIC SCHOOLS,

HENRY F. HARRINGTON,

OFFICE, CITY LIBRARY BUILDING.

Office Hours, 8½ to 9 o'clock A. M., 12 to 1 P. M. Saturdays from 2 to 3 o'clock P. M.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1866.

REPORT.

To the School Committee of the City of New Bedford:

GENTLEMEN:—The approaching close of another year brings with it the obligation to present to the Board a written Report of the doings of the year. And I happy to open the Report with the expression of my conviction that our schools as a whole, have been carrying forward a faithful and successful work; that most of the teachers have labored with self-sacrificing devotion and been animated by an intelligent enthusiasm, that has led them to form and strive after an ideal higher and truer than any present performance; thus giving cheering promise of still better things in the future. And this, certainly, is a very hopeful condition of affairs.

There are some annoying obstacles in the way of attaining this ideal. But almost all of them are occasioned by defects which it is not in the power of the School Committee to remedy, and which are as manifest and vexatious to them as to the teachers and to me. So far as the legislation of the Board and the spirit of its control are concerned, they have been uniformly and heartily in the right direction. There has not been a trace throughout the year, of the petrified "old-fogyism" that keeps the schools of so many of our cities and towns at a stand-still. But all apparent and presumed defects in the school system have been remedied; improvements have been made wherever opportunity has occurred to introduce them; and tentative experiments cordially authorised, to test the value of novel suggestions. In addition, many members of the Board have given no little unpaid time to the service of the schools. And all its employees, myself included, have been incited

to engage in their duties with lively energy, and be ceaselessly on the alert to introduce superior methods of action, by the conviction that their endeavors would be always appreciated and every solid improvement sustained.

SCHOOL ACCOMMODATIONS.

The obstacles I refer to are mainly occasioned by defective or insufficient accommodations for the schools, preventing the Committee from carrying out the plans that they have matured for their superior organization and progress. The imperative demands of the schools in this regard were pointed out in detail in last year's Report by both the Chairman and myself, and they have been repeatedly pressed on the attention of the City Government at other times. The present year's Report by the Chairman again sets them pointedly forth; and let us hope that they will not be lightly regarded and dismissed by those on whom rests the responsibility of supplying the schools with the requisites for effective work.

I do not suppose that any of you, Gentlemen, would expect immediate attention to all these needs, even from the most favorable disposition of the City Government. But what you *do* feel that you have a right to anticipate, is, that the vital interests of the schools shall not be compromised by refusal or neglect *to do anything;* but that a beginning shall be made without delay towards an ultimate supply of their wants, by that undertaking which is at once the most important and urgent of all, viz: the erection of a new High School House.

I cannot dismiss this important topic without putting the question, Why, when successive School Committees, for many years, have urged the necessity of building a new High School House, has little or no heed been paid to their earnest pleas? It surely is not because the city has been so liberal in superseding old school houses with new ones that it is

requiring too much to ask further appropriations for the same purpose. The school houses themselves will very promptly set that point at rest; for, let the members of the City Government take a stroll some pleasant day, for the purpose of inspecting the school property, passing first through the High School premises, garret-recitation rooms and all, and as they go on, making a deliberate survey, inside and out, of the Charles Street, Kempton Street, Sixth Street, and "Grove" houses, and they will not accuse their predecessors of having exhibited an undue regard for either the comfort and convenience of the schools, or the reputation of the city. Furthermore, it is a simple fact, that the whole amount expended in the erection of new school buildings since 1830, will average only about *two thousand one hundred dollars a year;* a sum which, had it been included, year by year, in the appropriations, would not have been felt in the least, and which is less in proportion either to property or population, than has been brought to pass in the same period by any other considerable community in the State.

I fear that there has been a reluctance on the part of some members of the city government adequately to meet the requirements of the public schools in this particular, because quite a large number of those who are heavily taxed for their support derive no personal benefit from them, as their own children are educated in private schools. At any rate, there are unmistakable evidences that our public schools fail to enlist in their favor, the pride, the forethought and the solicitous sympathies of many of our influential citizens, on this account.

This fact, with its causes, constitutes a great public misfortune. It is a condition of affairs that obtains here in New Bedford to a far greater extent than in any other locality with which I am acquainted. It is rarely the case that in the High School at least, if in no other grade, all classes are

not fully represented; making that School the special interest and pride of the whole community.

And yet, withal, there are considerations which, if duly appreciated, ought to beget a universal concern for the well-being of our public schools. The number of children in New Bedford last spring, in all the private schools, was *five hundred and fifty;* the number in our public schools at the same time was more than *thirty-six hundred.* Thus, let it be carefully noted, at least *eighty-seven per cent.* of the children of New Bedford are taught in her public schools!

It is the public schools, then, that constitute, by a long remove from everything else, the paramount educational interest of the city. And the beneficent results of our system of free education are too general as well as momentous, to admit of any such plea for the neglect of it, on any body's part, as that he reaps no advantage from it because his own children are educated in private schools. What have the common schools of Massachusetts accomplished, in view of her well-being? What have they been, considered as instruments to establish her high character, produce her enlightened and diffused comfort and happiness, nourish her prosperity, create and disseminate her influence and constitute her power? Does any one hesitate about the answer? "Where had Massachusetts been," in the words of another, "if through her common school system, she had not found out and utilized all her intellect? What would she have been but for all those men, who inspired by the magic influence of education, have come forth in every generation, in such numbers, from her farm houses, her work shops, from her laboring classes, from her lowest places, from her little red school-houses at the forks of the roads, to be her highest ornaments, her statesmen, poets and philosophers, to guide her manufactures, to build her cities, to invent her machines, send forth her ships, to fill the learned professions and endow and instruct her colleges?

It is brains rather than soil that beget prosperity;" and Massachusetts, through her common schools, has made the brains of all her people intelligent, and so made her great.

Whence came forth the eternal ideas, on which as an impregnable basis of action, our late civil war was fought and brought to a glorious issue? "Ask any man, anywhere," says our author, "from South Carolina to Minnesota, black or white, ignorant or intelligent, ask him where this struggle of ideas began and got its first nourishment and strength, and he will point to Massachusetts." Yes, the inception, progress and issues of the war have taught us—can the momentous truth be too often repeated—that republican institutions, high social aims, true prosperity and universal comfort and happiness, are the product of universal intelligence; and that intelligence can be widely diffused and transmitted, only by a system of common schools.

New Bedford has been distinguished for her high appreciation of the principles of right and humanity that have of late so exalted the national character; and surely she does not mean to neglect and discredit her schools, which are her best contribution to the creation and maintenance of such a character. She cannot afford it; and would feel to her agonized centre that she cannot, were the contingency actually forced upon her. Let the needs of our public schools then, be candidly set forth and fully understood; and let us trust and believe that the patriotism as well as humanity of our city government and the community in general will take alarm at the thought, that these schools are in some important respects inferior in quality to what they might become, and the hopeful ideals of the School Committee for their advancement kept in abeyance, for the want of appliances to improve the one by actualizing the other.

Meanwhile, the way to beget in all classes of our community a heartfelt and active interest in the public schools, as

effectual as it is direct and simple, is to furnish them with such superior accommodations and instruction, that by the irresistible attraction of such superiority, they shall gather to themselves those who are now taught in other schools. The starting point for this, as for all that the School Committee have most at heart to accomplish, is a NEW HIGH SCHOOL HOUSE.

I pass on to a review of the specific work of the year; and I begin with

THE PRIMARY SCHOOLS.

In last year's Report I spoke in warm commendation of the reformation that has taken place of late in the management of this grade of schools; and expressed my purpose to request of the incoming Board the means to fit up two of our Primary rooms, in different parts of the city, with the requisite appurtenances for the practical application of the new methods, so that I might be able to give experimental lectures to the teachers of this grade.

Your Board, with kindly promptness, seconded my desires; and the rooms, one in the Bush street, the other in the Cedar street school house, were furnished accordingly. Before they were in readiness, I gave a series of lectures in the School Committee Room on the principles of the new system as distinguished from the old, and then transferred my efforts to the rooms in question.

I have not anticipated nor desired a sudden revolution in the management of our Primary schools. Any such changes would be likely to be only flashy, superficial applications of the new system, that would do more harm than good. The teachers have first to understand intelligently and thoroughly the principles involved in this reform. They have then to feel their way by experiment, into the full and successful practical application of them, gradually substituting the new

methods for the old. And what is equally material, and not within their power to compass, their schools must be reorganized so that there shall be no more than two classes in each room.

These prerequisites will necessitate slow progress. In my own experimental lectures, I have to make haste slowly, practising as I must with little children, to whom what I seek to accomplish is strange and untried: and if I succeed in impressing on the minds of the Teachers at each lecture, a single point of the multitude that pertain to the subject, I feel that I have done all that can reasonably be expected. Much ground, therefore, still remains to be passed over. But even thus far, I am encouraged to believe that real progress has been made towards the perfected results at which I am aiming. The Teachers have given me their cordial attention. The best spirit is prevailing among them. To some of them the subject is not new; and these welcome all the more heartily the systematic consideration of what they have long felt a deep interest in and made a partial application of. Many have already fully freed themselves from the trammels of the condemned rote method, and with intelligent resolution are steadily and auspiciously bringing their modes of teaching into conformity with the new order of things. And I think that the Teachers of this grade, as a body, are prepared to accept the following propositions as the comprehensive basis of their school work.

1. The methods of teaching which have prevailed heretofore in our Primary Schools are entirely false; because they reverse the order in which nature develops the mind of a child. It is of the first importance therefore, that a Primary Teacher should comprehend the character of the youthful mind and its mode of operation.

2. The faculties through which nature first develops the mental powers are the *perceptions*. Therefore in teaching

little children the primary agencies of instruction must in all cases be *things*, *objects*, *realities*. Whatever cannot be thus taught is beyond their capacity, and to teach anything otherwise is to retard their development. Their intelligence is invariably to be appealed to through the senses. The concrete thing must precede its abstract symbol, the *word*; and not a step should be taken without associating sound with sense.

3. Eye, ear and hand should all be systematically taught, so that habits of accurate observation may be formed. The ear must be trained to discriminate with precision between different sounds; the eye between different forms, sizes, colors, appearances; the hand between different measures of weight and resistance, and those qualities that come within the scope of the sense of touch. These are foundation stones of a true education.

4. The body must sacredly be cared for if only for the mind's sake. Therefore no constrained positions must be enforced; and physical exercises must be judiciously interspersed among the mental, to cultivate muscle as well as mind.

5. To keep a small child sitting still with nothing to do, is an outrage upon nature and an individual and public wrong. Every child therefore, must have something given it to do; some letter or word to copy or picture to imitate; anything, except being assigned a senseless rote-lesson, and told to study it.

6. The minds of little children tire speedily; therefore from ten to fifteen minutes is as long as any recitation should be protracted in a Primary School.

7. There is no really healthful and profitable instruction that is not agreeable to the learner; therefore the school-room should be made the most delightful place in the world, unless it be their homes, to the children who gather there.

Having settled down with clear intelligence on so much,

which embraces, in general terms, all the principles that are involved, the way is open to the details by which they are to be carried out. This end will be steadily kept in view. My lectures will be resumed as early and continued with as much regularity as circumstances will admit. And I hope not to dismiss the Teachers from any one of them without having suggested something that will prove of lasting benefit.

INTERMEDIAL SCHOOLS.

Nothing has occurred in connection with this grade that calls for extended notice. The peace and progress of most of its school have been aided by the fact, that last spring, as a measure of relief to their crowded condition, their rude and careless elements were culled out, and formed into a separate school by themselves. But the corps of teachers of this grade embraces some of our best teaching power, such as would produce successful results under any circumstances.

At the beginning of the Fall term, two classes instead of the usual one, were transferred to the Fifth Street Grammar School from each of the Intermedials that supply that school, except the William Street; the object being to fill up its vacancies that had casually became numerous. To effect this, a portion of the scholars in the Grammar School had to be advanced in position with some little arbitrariness. But the smooth and orderly result has proved, I think, that individual scholars might be put forward with advantage in the schools generally, oftener than is now the case; a custom that would serve to stimulate many of the scholars with ceaseless ambition, and also to break up the repressive tendency of our rigid classification; while the effective manner in which the system of study prevailing in the Fifth Street School has been brought to bear on the lower of the two classes lately admitted, renders all the more apparent the advantages to be derived from an abolishment of the Intermedial grade.

THE GRAMMAR SCHOOLS.

The most noticeable fact in connection with the Grammar Schools is the abolishment of the Fall examination for admission to the High School. Of a consequence the first classes will remain such an entire year; and will reap all the advantages of that position free from the excitement and drive of any anxious competitive ordeal, until near its close. I feel sure that incalculable good will result from the change; that those who hereafter will be sent to the High School will be better prepared than heretofore, while those who may go directly from the Grammar School into active life, will possess a far more available and useful stock of knowledge than they would otherwise have acquired. Moreover the relief from pressure that the masters gain, will enure to the general advantage of their schools.

The Grammar Schools are each and all in fine condition; and with the admirable temper that prevails among the teachers, the earnest spirit of inquiry that animates them to fresh acquisitions, their ardor to develop a higher range of accomplishments and to emulate the best existing schools of a corresponding grade—to all which I rejoice to bear my cordial testimony,—their schools must continue to do a faithful and satisfactory work. And if only the eager desire of the Masters of the Middle and Parker Street Schools for the department plan could be realized, and the three schools placed in possession of halls for their general purposes, comparatively little would be wanting to their complete equipment, supplimenting effectively their vivid internal vitality.

Of the present course of study in this grade of schools I shall have something to say in another part of this Report.

THE HIGH SCHOOL

The abolishment of the semi-annual examinations for admission to this school, so beneficial to the Grammar Schools, will ultimately prove, I am confident, of equal

advantage to its welfare. The good effects cannot be fully realized at once, because, in the first place, the classes now in the school that entered in the Fall must graduate at the same period; thus preventing a present organization on the basis of four classes only. Secondly, the present class-rooms are so small as to necessitate subdivisions of classes for purposes of recitation, that thus practically become equivalent to so many distinct classes; consuming, as the result of this enforced condition of affairs, a vexatious and damaging amount of time.

But let us hope that the school will ere long be put in possession of a new school house, whose ample accommodations will inaugurate a far better state of things.

To remove any possible occasion for complaint in consequence of the abolishment of the Fall examination, an unusually large class was admitted in July. But to the credit of the Grammar Schools, it was not necessary to drop the standard to effect this by any means so low, as at some previous examinations had been necessary to make up an entering class of an average number.

The unwieldly size of the class thus admitted, it having sixty-seven members, made it requisite to employ an additional teacher until the graduation of the first class should give the stated corps more time to attend to them. Miss Codding of the class graduating in May, was appointed to the place.

There have been some interruptions during the year in consequence of the ill health of two of the assistants, Misses Fox and Osgood. Miss Fox received leave of absence for the entire fall term, and her place was supplied by Miss Clara Webster. I am glad to say that she has resumed her duties with recovered strength. I am equally sorry to record that Miss Osgood resigned her situation at the close of the last term. Miss Wheeler has been appointed in her stead; and Miss Mendell, late of the Fifth Street Grammar School, is occupying Miss Wheeler's former position.

The graduating exercises of the class who received their diplomas in May, took place in Liberty Hall, and were of such a character, calculated to secure public interest and attention, as ought uniformly to accompany the graduations from such an important institution. The occasion was successful in all particulars, and one on of its features that was made quite prominent, and I have reason to believe peculiarly acceptable,—I mean the Reading,—I take occasion to make a word of incidental comment. It was made thus prominent, not for the gratification of the passing hour alone, but mainly for the ulterior purpose of manifesting to the community that the school authorities consider the exercise of Reading in the schools one of vital importance; and of enjoining on the teachers, so far as such a demonstration might have the force of a precept, that they are expected to give to that exercise their careful and constant attention.

At the graduating exercises in November, the Reading was equally admirable, doing great credit to the graduating class and the other members of the schools who took part in it.

COUNTRY AND EVENING SCHOOLS.

These classes of schools are severally under charge of acceptable teachers and doing well. A change of Principal in the Cannonville School has mollified certain asperities that had previously interfered with its progress, and the Principal has sustained herself in her position with much discretion and success. Ten scholars from the town of Acushnet, admitted this winter to the school so named, have increased its numbers to sixty-six, making an additional teacher requisite; and Miss Lydia I. Sears has been appointed assistant in the school.

THE UNGRADED SCHOOL.

This school was established last year as a doubtful experiment, a portion of the Committee being opposed to it on

several grounds. It was argued by some that it would not be praiseworthy economy to cull out the vicious and laggard elements from the various schools and concentrate them in a school by themselves; while others felt sure that a school so constituted could not practically succeed.

But the results of the undertaking have dispelled all misgivings. The school is an established fact. I think that the Committee are unanimous in considering it to be an important feature of our school system; useful in itself and essential to the best interests of the other schools. It is in all regards a practical success; while the moral objections that had been expressed against it have been dismissed, because experience has proved that the evils that seemed to be inevitable may be prevented or restrained by careful supervision and discipline.

The school has averaged about ninety scholars under the care of three teachers; the exceptional characteristics of the scholars demanding far more attention, and consequently a greater proportional teaching force than other schools. In the department under the immediate charge of the male Principal are placed such boys of ten years of age and upwards, as through unusual ignorance, cannot be classed with those of their own age in the regular schools, or such as, through chronic laziness and indifference have been hindrances to their classes, or thirdly, such as, because of habitual misconduct, cannot judiciously be continued elsewhere. In the other department are placed such girls, as, for any reasons, would be at personal disadvantage in the other schools, or detrimental to their interests; and the boys of tender age who answer to the same description.

Of course the intellectual progress of such a school cannot be very imposing. Necessarily sub-divided into many classes, opportunity as well as good material is wanting to the possibility of rapid progress. But more express attention can be

bestowed on each individual than could be given under ordinary circumstances; while in addition, the scholars are prevented from interposing those vexatious interruptions to the progress of other schools which would be inevitable were they distributed as formerly. Thus the advantages of the school to the peace, order and moral wellbeing of the other schools are of a marked and vital character.

Such is a rapid statement of the organization and condition of the school, and the good effects of its formation on the other schools. As has been said, vigilant circumspection prevents or neutralizes the evils that had been feared. And let us congratulate ourselves that it is so. For the existence of such a school in a community like this is absolutely necessary to allay the anxieties of many parents as to the moral security of their children, and to bring in and keep in our public schools a class of scholars whose thoughtful home training makes them a very desirable and useful element. Just here occurs the point—I almost dare to say the only point having a show of validity—wherein common schools are brought into disrepute with a large and increasing number of the public. Their advantages, such will admit, are great; but the moral exposures they necessitate are fearful. It is questionable whether even boys should be subjected to them; and as for placing pure-minded, sensitive girls, in the formative period of their lives, in the company of the coarse and vulgar in speech and behavior, it is not to be thought of.

I repeat it, this is the only forcible argument that can be urged against a system of public schools; and it is so often urged, that it demands the most candid and serious consideration. On general principles I believe most heartily in the democracy of education. I believe that the best kind of training for a boy, here in America, to fit him for the duties of citizenship, to empty him of all narrow, exclusive and arro-

gant notions, and break him healthfully into the roadways of his life-work, so that he shall know how to meet those who hail from every class of society to be found, on a common plane of manly and generous endeavor, is to bring him up in the promiscuous public of a common school. And there are corresponding advantages to be gained by the girls of a community, whatever may be their station; in the opportunity to realise through the intercourses of a common school, the impartial democracy of virtue and of mind; the universality of the ennobling characteristics of human nature; the profound truth, that it is very frequently contrasts of outward fortune alone, and not of personal worth, that separate between the lofty and the low.

But I believe that such a charge as this against the practical influence of common schools takes the question out of the range of general principles; and that those parents who honestly prefer it have a claim to our sympathising and respectful attention. This admission, I am aware, will be promptly met by two replies, from two very different points of sight. On the one hand, it will be said that human nature is human nature everywhere, and that the moral distinctions supposed to exist between public and private schools are less real than might at first appear; that private schools are select only because various individuals following out their preferences, select to send their children there; and therefore one is by no means sure of bettering the moral surroundings of his children by changing them from a public to a private school. Moral dangers pertain to every kind of school. The difference will be found to be limited almost entirely to the coarseness of the impurities in the one case and the refinement of them in the other. And moralists are by no means decided which of these aspects of impurity is on the whole the most pernicious.

On the other hand it will be bluffly asserted, that all

squeamishness on the subject is ridiculous. Children, and especially boys, must be exposed to temptation sooner or later, and it is better for them to get broken in early. Let them meet all sorts of children at school. It's all the better. It's good for them.

Against this latter reasoning—very common I am sorry to say,—I enter my indignant protest. He who consciously subjects his child to unnecessary moral exposure, flies in the face of the claims of human nature and of the God who made it. The Saviour taught us to pray, "Lead us not into temptation." And if there be less moral exposure in a private than a public school, by all means let the children attend private schools.

But that is the question; and without drawing any invidious distinctions, I close these brief references to this important subject by expressing my profound gratification that the Ungraded School, established in part for the purpose of freeing our schools of those elements whose influence might be pernicious, has proved, in this and other regards, so signal a success. Without being forced upon elaborate pleas to vindicate common schools, this Board is practically saying to our citizens, Come, one and all, send your children to the public schools. We will employ as teachers only those whose characters are unexceptionable, and enjoin them to maintain a diligent watch over the moral condition of their schools; and to protect from adverse influences every child committed to their charge. And whenever a scholar shall, through speech or behaviour, exhibit traits that may imperil others, that scholar shall be removed to a more appropriate school. Profanity, vulgarity, and every injurious form of coarseness shall be earnestly and unremittingly discountenanced; and truth, purity and refinement as steadily praised, illustrated and supported. Let all have faith in our public schools.

HOWLAND GRAMMAR SCHOOL ASSOCIATION.

The Chairman of the Board has spoken in terms of warm commendation of this organization. The interest and importance of the subject will justify some further details.

In the year 1835, the brother of the writer was Master of the Hawes Grammar School, in South Boston. It stood in what was at that time a sparse and not very refined neighborhood, and many of the scholars were very profane. Anxious for a reform in this particular, the master instigated some of the purer and manlier among the boys to form a society for the suppression of the vice. The plan succeeded. The society soon became a power in the school; and, finally, whoever was not a member of it lost caste among his schoolfellows.

One day the noble Amos Lawrence, on one of his habitual horseback rides, was passing the school at recess time, when he stopped his horse, and said to one of the boys near by, "Why is it that when I ride by any of the other Grammar Schools when the boys are out, I am sure to hear more or less of profanity and vulgarity; but here, where I should expect to hear more perhaps than anywhere else, I hear little or none?"

"Oh sir," the boy replied, "we have a society pledged against such things."

Deeply interested, Mr. Lawrence inquired more closely into the history of the society, and the next day the master received a congratulatory note from him, enclosing fifty dollars towards the library of the society. He remembered it on subsequent occasions in the same manner. And when the Lawrence School was formed out of the Hawes district, it perpetuated the Hawes School Society in a new and more complete organization, taking the name of Mr. Lawrence, who gave to it between that period and the time of his death nearly two thousand dollars.

It has been for long one of the cherished purposes of my heart, if ever circumstances should allow it, to repeat in some public school or other this successful and most useful experiment. And I had not been long here, when I casually discovered that a similar society, organized by Master John Woodard, of the Middle Street Grammar School, was already existing in that school. It was small in numbers and limited in influence; but it suggested the immediate possibility of a wider field of action and greater results.

As soon as I could give time to such a project, the preliminary steps were taken; and a committee elected from the three Grammar Schools met and framed a constitution. This was accepted by those intending to be members and a Society was formed.

It called itself "The Howland Grammar School Association for the Suppression of Profanity and Vulgarity," taking the name of an honored lady of the city who, at the first intimation to her of the formation of the Society, had hastened to show her heartfelt interest in its existence and purposes.

The School Committee likewise gave the Society confidence and hope through their generous recognition, and grant of the hall under their control for its meetings. And our citizens generally expressed their sympathy with the movement, by donations that enabled the Association to inaugurate its existence on the 4th of July, by public exercises and a bounteous collation.

Thus sustained and invigorated, it has gone forward in a career of steady prosperity and influence. It now numbers 125 members. Its meetings are carried forward usually in the most orderly manner, the members becoming more and more familiar with parliamentary usages, and studying earnestly how to practice them in a dignified, manly way. A late trial of a member for breaking his pledge was conducted

with such a sober appreciation of the moral interests involved, as to be deeply impressive.

Literary exercises alternate with the business meetings, in which the members practice themselves in debating and declamation. And thus the Association is not only of value as a moral agency, but is directly and powerfully efficient in supplementing the instructions of the school house. It is delightful to me to recur to the creditable spirit that the great majority of the members have all along manifested; and their determination to render the existence of their Association of the greatest possible value.

In behalf of the Association I thank you, Gentlemen, for your fostering interest, and bespeak its continuance. I think the Association to be worthy of it. I can scarcely limit in mind, the advantages, of both a moral and intellectual character, that under right direction, are destined to spring from it.

By the kindness of the City Government, its meetings of late have been held in the City Hall. But they have been repeatedly interfered with by other uses for the Hall; and I trust that the time is not far distant when the existence of a Hall in one of our school buildings, will enable the Association to convene under happy and permanent auspices.*

SUPERNUMERARY TEACHER.

Last year the Board created the office of "Supernumerary Teacher;" the object being to have an experienced person always at hand to supply vacancies in the schools occasioned by sickness or otherwise, and at other times to relieve the regular teachers for short periods, so that they might have opportunity from time to time to visit other schools and thus acquire by observation of others' methods, suggestions for

* I acknowledge with gratitude the aid rendered in the formation of the Association by J. A. Stearns, Esq., Master of the Lawrence Grammar School, South Boston.

improvement in duty, that might never occur in the routine of their accustomed work.

I anticipate very favorable results from this arrangement, my experience for many years having shown me that there is a point of weakness in our ordinary school systems for want of precisely such a provision. In a corps of teachers of any considerable size, temporary illness is very frequently occurring. And it is usual to supply the vacancies thus created, with such persons as may happen to be at hand to fill them; and since teachers at once competent and experienced are not very often instantly attainable, these substitutes, in most cases, are unsatisfactory. If competent, they are likely to be inexperienced; and while such employment is of no advantage to them in acquiring experience, for brief occasions of the kind afford no real opportunities for the purpose, it is of course of scarcely more advantage to the schools they take charge of. The absences of teachers, therefore, when supplied in the ordinary manner, may fairly be counted as very nearly so much positive loss to their schools.

But let there be an apt, experienced, energetic teacher in service for this very purpose. She goes into a school suddenly left to her charge. Self-possessed, she is at once mistress of the situation. She takes up the customary work of the school just where the regular teacher left it off, and carries it forward with successful power; and her brief reign, instead of being a confused striving after the *how* of things, is a special profit to the school.

Thus it is that Miss Taber, who has filled the office of Supernumerary for more than a year, has admirably vindicated the good judgment of the Board in her appointment, and proved the exceeding importance of the position. The aggregate of the days during which she has thus supplied vacancies for the past year amounts to nearly *two-thirds* of the

whole school period; a space of time of very material value to the schools.

I turn now to the other objects intended by the appointment of a Supernumerary. It has been considered by educators generally, of such indispensable advantage that teachers should occasionally visit other schools than their own, that a provision exists in almost all School Regulations, allowing them to be absent from school a day or half day, each quarter, for the purpose. But two serious evils ensue from such a regulation. First, the substitutes are most frequently of the unsatisfactory kind already spoken of; and second, under such a merely permissive rule, only the earnest and inquisitive, who are therefore already good for something, take advantage of it. Other classes, to whom it should be of special assistance, neglect it altogether.

Having had command for a portion of the time of the services of the Supernumerary, I have been enabled to systematise the visits of our teachers to other schools, without any consequent injury to their own; and I think we owe no little of the elastic spirit of inquiry and improvement that is conspicuous among them, to the results of these opportunities. Some have gladly occupied the time thus afforded them, regardless of the expense, in visiting the best schools of Boston and other cities, and making long and close comparisons, to be turned to good account at home.

In relieving a teacher for the purpose of visiting, I am accustomed to designate what schools I desire to have her visit, and what characteristics of those schools to give special attention to; my directions being suggested by what I have been led to think would be most for her advantage. And at the close, I have required a statement of her impressions. A few have seemed to receive no impressions; to have been capable of no critical observation; and such I have set down as wanting in that creative activity of mind which is indica-

tive of a wide-awake, valuable teacher. But the most have delighted me by their clearsighted and judicious comments.

I have bestowed considerable attention on this topic, because, so far as my knowledge goes, the office of Supernumerary Teacher for the purposes that have been noticed, is a novel feature in a school system, and is to my mind as important as it is novel. No salary is more laboriously earned than that of the Supernumerary; no services are more valuable to the schools.

To our great regret Miss Taber resigned the position at the close of the Fall Term; and Miss Almena V. Hathaway, Assistant at the Merrimac Intermedial School was appointed to the vacancy.

TEACHERS' MEETINGS.

The Teachers have been convened in general session nine several times during the year; sometimes by my official call, at others in compliance with the request of members of the Board. Topics of a practical character, relating to discipline, methods of teaching, distribution of time in school exercises and the like, were discussed, and the meetings were, each and all, of eminent advantage.

I shall hold Teachers' meetings during the coming year, even more frequently, I presume, than the regulations require; and, in view of the excellent results of those which have recently been called and conducted by members of the Committee, I respectfully suggest the expediency of instituting a series during the coming year to be under the immediate supervision of the Board. It is of peculiar benefit to school authorities, in order that their legislation in reference to the practical affairs of the school room may be wise and judicious, to avail themselves of the experience of the teachers whom they employ. Let it not be said that teachers cannot be trusted to such an extent; that their

opinions will be moulded by their selfishness, and they will favor themselves to the prejudice of their schools. This may be the case with a few, for there are drones in every hive. And let such, when discovered, be dismissed with contempt, as a disgrace to their vocation. But the great majority are above the reach of such an imputation. Indeed their personal interests are really so identified with the interests of their schools, that selfishness is likely to dictate an earnest advocacy of what will contribute to the best advantage of the latter. And for my own part, I am free to acknowledge that I receive great assistance towards an enlightened and trustworthy position on many important points, from an interchange of opinions with our teachers.

CORPORAL PUNISHMENT.

The use of corporal punishment in Schools, freshly brought to public notice by an instance of its real or fancied abuse in one of our cities, has stirred up no little agitation, of late. Meetings have been held in various quarters to discuss its propriety; gentlemen of the highest reputation and influence as educators or philanthropists have denounced it as a blot on the civilization of the age; and some of our communities have taken the decisive step of forbidding an appeal to it under any circumstances, in some, if not all, of their schools.

The public seem to be demanding the intelligent discussion of the subject, and to know precisely where their school authorities stand upon it. It becomes us, therefore, to take it into deliberate and candid consideration.

The Chairman of the Board, in his Report, has briefly but clearly presented the views of the majority of the members on the exciting theme. And I take occasion to add a few thoughts that I trust will not be out of place.

I remark, first, that all our sympathies, in the abstract, are

with those who would abolish corporal punishment. Our schools are for the instruction of our youth; for the culture of their minds and the elevation of their characters. They are in no sense Institutes of Correctional Police. Anything like vindictive or retributive penalty is out of place in them. The remark sometimes carelessly escaping the lips of a teacher respecting an offender, that "he deserves a good whipping," betrays an *animus* that entirely mistakes the object of school discipline.

I am disposed to go farther than these generalities. There are solid grounds, both in theory and practice, for believing that the use of the rod in schools is a dangerous instrumentality in a moral point of view, that it need be resorted to at most only on rare occasions, and that we should set our faces steadily towards its final abolishment.

For, in the first place, no man in his senses favors recourse to it, now-a-days, on any theory of its abstract utility. On the contrary, it is emphatically laid down, even by its most strenuous advocates, that it is never to be administered for ordinary delinquencies, never until milder means have first been exhausted, and never unless it be made to operate on the moral sensibilities as well as on the physical. Now let these three conditions be fairly carried out, and nine-tenths of the corporal punishment inflicted in our schools would instantly cease.

Again, let us examine closely into the validity of the last of these conditions, viz: that the rod is never to be resorted to unless it be made to operate on the moral sensibilities as well as on the physical. I strongly doubt the fact of a connection of any sort between a smarting back or hand and the moral sensibilities. The logic that would establish it must, from the nature of the case, be exceedingly lame. There are no doors of admittance to the higher nature that can be made to open smoothly and directly by applying the *oil of*

birch to their hinges. And if this be so, then the use of the rod is at once estopped, according to the conditions, in any and every case.

Again it is an argument of the defenders of the rod that if home discipline were what it should be, there would be no need of severity in our schools.

This is doubtless very true. But the reflection springs at once to the mind of the philanthropist, that the class of homes from which those scholars come who are most disorderly at school, is, for the most part, that in which the standard of character is degradingly low; in which ignorance and passion are prime ministers; coarseness of speech and behavior are the rule of conduct, and blows and curses perhaps, are as common as the hours. Therefore the finer sensibilities of the children have become blunted or imbruted; and such children, surely, who would seem at first glance to be governable only by brute force, are of all, the ones who should be made to feel it least. Instead of reproducing in school the low principles and methods of government that have already demoralized them, we should be careful to surround them with an atmosphere of love and sympathy; we should set the genial, winning regime of the school-room in the strongest possible contrast with the coarse brutalities or neglect of their homes; we should make them feel that they are thought of and cared for; instead of stern reprehension, enforced by blows, they should witness the tears of our pitying grief at their perversity; they should always behold in their teacher a beautiful example of the noblest type of character; and we should thank God, if, by such means, we can get a ray of Christian sunlight into their benighted souls.

Such are some of the reflections that come into the mind when we hear the current arguments loosely urged in favor of corporal punishment. We cannot nullify the momentous

fact for a moment, that, in a system of education intended for the mass of the people, the cultivation of the moral nature is of more importance than that of the intellect. And it is the sharp and true apprehension on the part of the public, that the use of brute force must have directly and powerfully to do with the permanent quality of the feelings of those who are subjected to it, that creates such a lively susceptibility to any instance of its abuse. When, therefore, the anti-rod party insist that the question of the influence of its use over character is of infinitely more importance than any facilities for intellectual progress that may be secured by it, and that that influence is always damaging, they plant themselves on a foundation where they must be fairly and candidly met by its advocates, or else they will obtain an easy victory. It is not enough to show that corporal punishment accomplishes certain important ends, where other agencies prove ineffectual, if it can be proved that at the same time, in any sense, it lowers or vitiates the tone of character.

Passing now to inquire into the success of attempts to abolish this instrumentality, we find that it has been found possible to get along without it even under the worst of circumstances. There are districts in some of our largest cities comprising the most troublesome class of scholars, in which it is not only never used but absolutely forbidden. And here at home, some of the most touching and cheering of our school incidents are the occasional reformations to be witnessed of perhaps apparently the most hardened and obtuse with whom our teachers have to deal, through the influence of kindly persuasion, where a resort to brute force would have only hardened the more.

Such are some of the principles that lead us to feel that the use of corporal punishment is of doubtful expediency in a moral point of view, and some of the facts which encour-

age us to believe that its use may be very much restricted at once; and that when our teachers are placed among circumstances that will give them time to exercise moral suasion more effectively, without neglect of other duties, we may successfully abolish it altogether.

In view of what has been said, it seems to me to be futile to attempt to justify the use of corporal punishment, except on one of two grounds: first, that the pressure put on our Teachers by our school system allows no time for the adequate use of moral suasion; and second, that the stony absence of moral sensibility in some children forces us upon an appeal to animal fear, as the only means to secure their good behavior and start them on a better track.

As to the pressure put on our teachers, what are the facts? To begin with the Primary grade; from every quarter, every year, in the Annual Reports, comes the cry that too few school houses are provided for the number of scholars; so the poor, little things are literally packed together by scores. I venture to say that there is not any considerable and increasing community to be found, in which there are not, in the Primary Schools, as the general rule, from sixty to eighty scholars in a room, to be cared for by a single teacher. And a teacher so circumstanced is expected to see to it that her scholars accomplish their allotted tasks; to hear four, five, six, perhaps seven classes twice over in a session, and to enforce the necessary order and silence to enable her to do so, and yet to find time and spiritual resources enough for all this, with never an appeal to the principle of fear. This whole business of thus packing small children into school houses in crowds, is inhuman, both as regards Teachers and children. It destroys the possibility of justice to either the intellects or the hearts of the little ones. It prevents all such classification and methods of teaching as would make school time interesting, and keep

the scholars silent and attentive. It is the restlessness, fretfulness, or bold disobedience consequent on the unnatural and irksome constraint in which these defective arrangements force us to keep the scholars, that chiefly prevents the abolition of every form of severity in Primary Schools; and it is adding insult to injury when some high-strung Philanthropist comes along and denounces a teacher so circumstanced for occasionally resorting to corporal punishment; as though she used it only to gratify her malicious propensities, and it could be successfully abolished in her school with a wag of the tongue!

And also as we go up into the higher grades, it is the large number of scholars placed under the care of each Teacher that more than anything else prevents the possibility, in justice to other duties, of dependence on moral suasion alone. I myself have often spent from half an hour to an hour and more, with a transgressor who has been reported to me, in striving to arose his dormant moral sensibilities and induce him to amend. What would have become of the studies of my school all these whiles, if I had been a regular Teacher?

Now for these defective arrangements, not the School Committees nor Teachers are responsible, but the *people;* the very people whom so many haters of the rod are striving to stimulate to a peremptory and unintelligent prohibition of its use. And let us hope that the recent agitation of the subject will induce our communities, instead of jealously watching and coldly criticising their teachers, than whom, as a whole, a more intelligent and faithful class of persons cannot be found, to remove from their careworn pathways all unnecessary obstacles to the genial universality of the agency of love.

I am glad to report that there is comparatively but little corporal punishment in the schools of New Bedford. The subject receives my constant attention, and our teachers

often consult me as to their duty in regard to it with conscientious scrupulousness and a heartfelt desire to practice the best methods of discipline. We are all anxious and resolute to reduce the use of the rod to a minimum, as determined by what is requisite for the good of individual transgressors, as well as the preservation of due government in the schools.

Meanwhile, there, in view of all our teachers, are the illustrious examples of those who are succeeding admirably under the most adverse circumstances, without an appeal to force! Their success is due, without question, to remarkable personal endowments. Such rare endowments, no doubt, are "born, not made." Yet it is possible to acquire such lofty principles, such an impressive self-control, such refinement of feeling and manners, and such an efflux of spiritual truth and life out of deep, living fountains within, as to compensate in good part for what nature has withheld, and endow with the most persuasive power. To these acquirements and consequent triumphs I affectionately commend our teachers.

In closing I take occasion to warn our teachers, that through their desire to avoid multiplying cases of corporal punishment, they do not fall into the habit of having recourse to practices, which exert all the pernicious influences attributed to formal and acknowledged corporal punishment, without any possible good effects. I refer to such acts as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained or tiresome positions, shutting up in closets and the like. For whatever inflicts bodily pain or places in physical fear is, strictly speaking, a corporal punishment. Let us have none of these petty, dodging substitutes, under any circumstances. If the judgment and conscience say that punishment must be inflicted, let it *be* inflicted, and honestly and fairly recorded. Better

anything than a resort to what is in reality a confession, not only of the want of objective, moral power, but also of proper self-control.

TRUANCY AND ABSENTEEISM.

I stated in my last Annual Report that I proposed to give the important subject of Truancy and Absenteeism from school my careful attention, and submit my conclusions in a special Report. Subsequently the Board appointed a Committee of Three, of which I was one, to make investigations into the amount and frequency of these evils, to consider whether a better system than that now existing could not be devised to check them, and also to ascertain the propable number of neglected children growing up in ignorance and vice.

This Committee laid their Report before the Board in September; and it was ordered to be printed in the newspapers and in pamphlet form.

As the public as well as the Board were thus made acquainted with the merits of the subject, I will not go over the ground again. I will only subjoin the statement of the Committee that truancy is alarmingly on the increase, and that there are at least *a hundred* children in the city between the ages of seven and fifteen, who are habitual absentees from school, and growing up in ignorance and vice; and their conclusion that the execution of the Statute respecting the latter, and also of that respecting Truancy ought to be committed to one competent person, who should give his whole time to the duties of his office.

A draft of an ordinance in conformity with these conclusions was reported to the City Government, but has not been acted on; consequently the new Government, if it purposes action in the premises, must take up the subject afresh.

I express the earnest hope that it will not suffer one meet-

ing to pass without giving attention to a matter of such vital interest to the good of the community. And should an ordinance be passed in conformity to our well considered propositions, I trust that no narrow views of economy will interpose to prevent our procuring the services of a person as Truant officer who shall possess qualities of mind and heart adequate to the responsible duties that will devolve upon him. Where the moral good of the youth of the city is so deeply concerned, surely the question of a little more or less in the salary of a competent officer is of comparatively little importance.

IS OUR TEACHING THE BEST KIND OF TEACHING?

It becomes my duty in my Annual Report, not only to give an account of the schools, but to make such suggestions as I may think important to their future well-being. And in compliance with that duty, I desire now to ask your attention to some thoughts that I trust you will not consider of slight value. They concern *the course of study and methods of teaching in our Grammar Schools.*

Some time last Spring a conversation occurred in the Committee Room between several members of the Board, on the condition of the schools; and in the course of it, one remarked in effect as follows:

"Well, notwithstanding the superior classification and system that distinguish the schools of the present day, and the added fact that the children attend continuously from five years old to fourteen and fifteen in the several grades, I dont see that much more, if any more, of real, available learning is accomplished, than when, in my boyhood, the children had a Winter school of three months, and a Summer school of about the same length; and after they had attained the age of from ten to twelve years, attended only the Winter school each year. They know no more

of Arithmetic, no more of Grammar, no more of Geography; they can't read and spell any better in most cases; can't write a better letter, nor understand the thoughts of others in conversation, any more readily; nor do they seem to have been schooled to think any more freely and intelligently than then. The immense parade about system and classification, and the immense expense, to use a vulgar phrase, "dont seem to pay."

These remarks I noted down to reflect upon. And though we must certainly accord the average scholar of the present day more advantage in comparison with the average scholar of the former generation, who was trained up in "the red school-house at the forks of the roads," than the speaker was disposed to do, still I think we must all feel a certain painful humiliation that the contrast between their attainments is not far greater than it is.

I coupled with these remarks, one made not long ago by a gentleman in the U. S. civil service at Washington; to the effect, that, of the many letters received by him in the course of his duties from every part of the country, none, as a class, were worse written, worse spelled and worse expressed and punctuated, than those from New England. This was at an Educational meeting in the State of New York about two years ago. It was doubtless an exaggerated statement, and colored by prejudice; but it is painful that it should have had foundation enough to be suggested to the author's mind.

Let us look into the matter. What is at fault, that, with such a costly and boasted school system, and the continuous attendance of our children at school through all their childhood, they should possess so little of what may be comprehensively termed, *available intelligence and mental resources*, at the period of their graduation from the Grammar Schools? That so many of them cannot read the printed thoughts of others with freedom, correctness and apprecia-

tion; cannot clothe their own thoughts with appropriate and easy expression, either in conversation or writing; do not seem to *have* thoughts that go beyond lean common places; are sadly ignorant of the why and wherefore of the every day facts of practical life; what is at fault?

I think the fault is easily discovered. Educators have gone on, from year to year, zealously improving the systems of school organization and the methods of teaching, and all the while have preserved in use, without question, not only very much the same studies as of old, but what is now more especially in point, have maintained those studies in the schools *in almost the identical order of precedence as to their relative values*, that has prevailed from the early days of New England's schools. They seem not to have raised the question in any spirit of reformatory determination, whether those relations of value are based on solid discriminations, or are merely casual and arbitrary. Thus the order of studies fifty years ago in Grammar Schools, according to their relative values in public estimation, was as follows:

First and a long odds before everything else, *Arithmetic*; second, *Grammar;* third, *Geography;* fourth, *Spelling;* fifth, *Reading*. A scholar, above all other things, must cypher well. To be quick at figures, to undertake fractions successfully without hesitation, to work promptly out any given sum in Proportion, Rule of Three or Square Root, was a surpassing triumph. And if, in addition, the mazy intricacies of Milton's or Cowper's verse could be readily parsed, the rules and definitions being given without missing a word, and the conjugation of the verbs reeled off without tripping, there needed to be added to these illustrious acquirements only the ability to spell all the hard words in the spelling-book, Apocrypha, Zephyr, Diaphragm, Poignancy, Idiosyncrasy, Epicycloid, Physic, Phthisic and the like, to render him worthy of immortal honors. He might not be able to

read two consecutive sentences without blundering. He might know as little of the sense and sentiment of the passages he parsed, as the man in the moon. He might not be able to write an ordinary letter of friendship or business in a creditable way. He might be possessed of no vocabulary whatever for the uses of life, beyond the commonest forms of speech. But all that amounted to but little. He was a notable scholar. He could cypher and he could parse. And he was ready to make his way in the world.

Now I do not think that the ancient estimate of the relative values of the ordinary Grammar School studies which led to such ridiculous results as I have thus pictured, has been greatly changed up to the present time. As of old, Arithmetic is the first of studies. In many a school in New England today, there are two lessons given out in that to one in any other branch. Grammar follows next. And Reading as a study, seems to be of such merely incidental account everywhere, that I know of no High School for admission to which an exercise in Reading is prescribed, and a defined standard of attainment in it is requisite. An examination to enter a High School ordinarily embraces lists of questions in Arithmetic, Grammar, Geography, Spelling, and History, and sometimes it includes Writing. But never to my knowledge, are the candidates required to read. They may not be familiar enough with the language to penetrate into the meaning of the definitions that they are to encounter in the text-books they are immediately to use. No matter; they are familiar with the technics of Arithmetic, Grammar, Geography, &c., and they go in.

Indeed, in one of the prominent cities of another State, last year, while Reading was not taken into account at all for admission to the High School, Arithmetic and Grammar were each reckoned *twice*. And it is no uncommon thing to find the amount of reading to be accomplished in the

schools restricted, for the sake of uniformity, to a certain number of pages; thus preventing the possibility of such free intercourse with the reading book as would impart readiness and ease in reading. These are very good illustrations of the relative values put on Grammar School studies by the community at large.

And what is the effect of thus treading with mill-horse fidelity in the well-worn ruts of custom? Why, simply and directly, our children, prosecuting study according to the same standards as of old, with the same character of attainment prescribed as the measure of success, accomplish comparatively little more than scholars used to do; although the latter went to school only five or six months in the year and the former go all the time. The difference of time is mainly exhausted in playing variations, as the musicians say, on the same tune. There is a splendidly systematised routine of work beginning ever and anon afresh at the same point, and invariably having in prospect the same end.

I am ready now to ask, are the existing notions of the relative values of our Grammar School studies so just and true to the demands of nature and society, that they should remain precisely what they have been for a hundred years? Is not more, far more, to be gained to the cause of education by a readjustment of those values?

This is certainly one of the most important questions that can be put to educators at the present time. With a settled uneasiness in many minds that the Common School System is far from producing what is reasonably to be expected from its splendid machinery and equipments and vast expense, it is time to be finding out if possible, what is accountable for a performance so little in keeping with the promise.

I am limiting the steps of my present inquiry, as will be perceived, to Grammar Schools. I do so with express and serious purpose. For it is the Grammar Schools of the land,

and not the High Schools and Colleges, that should be the paramount objects of attention and concern, as illustrations of the success and worth of a Public School System. It is the object of enforced education through enforced taxation, it is indeed its only justification, to prepare the children of the whole people to become, not so much splendid scholars, as *good citizens.* Good citizenship is the ultimate of the legitimate purposes of a Governmental system of free schools. The higher culture provided for in the higher Institutions of learning is, of course, in certain relations, of inestimable value. But it is in the Grammar Schools that the great mass of the men and women of the land obtain all the fitting, so far as school instruction can prepare them, for the duties and engagements of life. Take for illustration our own city. At a rough calculation, more than *three hundred* scholars enter the Grammar Schools every year. Yet of these only an average of *seventy* became members of the High School, and of that seventy, nearly one half drop gradually out before the end of the second year, thus making their Grammar School learning comprise the bulk of their attainments. What an immense per centage of our youth, therefore, terminate their study when they leave the Grammar Schools, as compared with any other class of schools! What a paramount position, in very truth, that grade of schools maintains in the grand educational system; and with what intense solicitude should their condition and progress be watched!

Pursuing our inquiry, I ask now, what is it that we should have in view to accomplish, as the chief object, intellectually speaking, of an ordinary common school education?

1st. To supply the mind with materials to work with and instruments to work by. 2d. To develop, train, and strengthen by discipline, its powers. I think that these two definitions embrace the elements of the whole question.

And how are the studies pursued in Grammar Schools, as now selected and taught, effecting these purposes?

1. First comes Arithmetic. What does that accomplish for the mind that it should enjoy the immense preference in esteem over the other studies that is so universally awarded to it?

In the first place, does it furnish the mind with its choicest instruments to work by? Certainly not. The special instruments of Arithmetic are *figures;* the symbols of number and quantity. And important as these may be in the practical work of life, their range of usefulness, from the very nature of the case, is immeasurably inferior to that of *words*, in view of the general operations of the mind. It is in words or language, that we have the glorious store-house of the instruments, by which mainly, thought, in its lowest and highest ranges, its widest reaches, its interior workings and its exterior applications is to wield its powers and achieve its masteries. It is even a mooted question whether it is possible to think at all without words. And in every word that may be garnered up in the mind's vocabulary, not as memorised by miserable rotework, but thoroughly understood, its meaning and uses clearly apprehended—whenever it occurs in study or comes back to recollection, one has the skeleton of a living idea; yes, perhaps the germ of a whole train of ideas. He has an appeal to the reason, furnishing data for its judgments. Or he has images for the imagination, starting it forth on glowing excursions, perhaps to soar up to the very fountain of life and light, and deal with the eternal elements of being. Even Arithmetic would be sorely hampered in supplying its special symbols to the mind, if it were not for the assistance of words. And how inevitably meagre indeed, the furnishing that the mind gets from those special symbols, in comparison with the range of activity that is opened to it through its mastery of words!

In the second place, is Arithemtic of such superior importance as a means of *mental discipline*, that it should usurp the foremost place in the Grammar School course of study?

I think that just here we find the chief bulwark of its pretensions. The Mathematics—and Arithmetic as a part of it—has been quite generally held to be so admirably qualified to discipline the mind as to deserve almost exclusive rights in this regard. I will not delay to consider the why and wherefore of this confidence. The reasons are familiar to all. But I will proceed at once to examine whether the investigations of the metaphysicians into the philosophy of the subject would lead us to anticipate, or our practical observation to rely upon, any superiority of the kind.

Sir William Hamilton says, "If we consult reason, experience and the testimony of ancient and modern times, none of our intellectual studies tend to cultivate a smaller number of the faculties is a more partial manner, than Mathematics." And again he says, "For men in general, no study is more utterly worthless than that of Mathematics." Mad. de Stael writes, "Mathematics do not habituate to collect, to appreciate, to concentrate: the attention they requires is, so to speak, in a straight line." Le Clerk says "When mathematicians attempt to judge of the administration of public or private affairs, they arrive at conclusions the most absurd."

Pascal says, "Thus it is rare that mathematicians are observant or that observant minds are mathematical." And to draw on German metaphysical and educational authorities of the highest celebrity. Niemeyer says, "It is a fact, *notorious* in all schools, that minds which manifest a partiality for this class of abstract representations possess the feeblest judgment in reference to other matters." Bernhardi writes: "It is asked, do mathematics awaken the judgment, the reasoning faculty, and the understanding in general to an all-

sided activity? We are compelled to answer, no." Goethe said: "The cultivation afforded by mathematics is in the highest degree one sided and contracted." And Lichtenberg of Goetingen says more bluntly than all, "Under the head of mathematicians are included the veriest dunderheads in existence, incapable of any business whatsoever, which requires reflection."

For myself, believing as I do in the existence of the mind as a congeries of distinct faculties brought into mutual consciousness and unity by certain common powers that serve as connecting links to the whole, "it stands to reason," as the phrase has it, that these very plain statements should be perfectly true; that the faculty of numbers should by exercise discipline nothing particularly except itself. And I think that the employment of our common sense and observation will lead us to the same conclusions. Look abroad, for instance, through the ranks of society and the walks of business life. Fasten your attention on those specially distinguished for mathematical power. Are they specially distinguished also, for the clearness and comprehensiveness of their reasoning, their logical precision and just conclusions in other channels of mental action and in connection with other affairs? Is there any superiority in their general mental work, that may fairly be attributed to the influence of their arithmetical training? I dare to answer, no.

Thus it appears, both from the dicta of noted metaphysicians and the testimony of personal observation, that there is nothing in the effects of the study of arithmetic on the mind to lead us to give it preeminence as a disciplinary instrumentality.

It remains to speak of it as a medium for supplying the mind with materials to work with. Let it be carefully borne in mind all along, that I am not attempting to prove that this study is of *no value*. Far from it. I am only striving

to ascertain its value as compared with the other studies that usually accompany it. I am inquiring whether it is so *relatively* important that it should be allowed peculiar prominence, while some other studies, as Reading, for instance, receive comparatively slight attention. Arithmetic *does* furnish the mind with material to work with. All the ordinary business of life, such as the production, preparation and distribution of commodities, involves the consideration of many things in their quantitative relations. In all processes of mechanism, *number* comes needfully in in a thousand ways; and no problem can be propounded in the course of arithmetical training that has not connection more or less with other channels of thought than what pertain to number and quantity, and is not suggestive of various knowledge. But after all, is not this suggestiveness more dependant on the language in which the problems are stated, *as such*, than on any thing that is purely arithmetical? and have we not reason to believe, consequently, that just as much could be acquired from the use of words in entirely different connections?

2. We come now to the consideration of Grammar; in the second place, because, according to the current relative values of Grammar School studies it holds the second rank.

We teach Grammar scientifically, as low down as the fourth classes in the Grammar Schools. Every day, even scholars so immature as that are drilling on its abstract definitions. And have any of you, Gentlemen, ever paused to ask yourselves—just as we ask the children when we visit the schools, to explain the principles of their school work,—What is all this for?

Is it to discipline the mind? The majority of those who are put upon the study have not the slightest insight to the philosophy of language, no familiarity with its use, and consequently no power to appreciate the relations existing between it and its scientific structure. And how, under such

conditions, is any real, mental discipline to accrue from the scientific analysis of it? The gross inconsistency of any such expectation is fully apparent.

Again, is Grammar intended to aid the scholars to acquire a knowledge of the structure of our language, to instruct them in the Art of Composition, and to give them the power to express themselves freely and correctly? Are these results to be gained by it? Let me ask, in return, what solitary instance can be brought forward of the accomplishment of such an end by such means? It presupposes a logical absurdity. Locke says, "If Grammar ought to be taught at any time, it ought to be to one who can speak the language already." Herbert Spencer remarks upon "that intensely stupid custom of teaching Grammar to children." Marcel says, "It may without hesitation be affirmed, that Grammar is not the stepping-stone but the finishing instrument." Another prominent English Educator sensibly writes, "Grammar and Syntax are a collection of laws and rules. Rules are gathered from practice; they are the results of induction to which we come by long observation and comparison of facts. It is, in fine, the science, the philosophy of language. In following the process of nature neither individuals nor nations ever arrive at the science *first*. A language is spoken and poetry written before either Grammar or prosody is even thought of. In short, as grammar was made after language, it ought to be taught after language."

In corroboration of these conclusions I appeal to our every-day experience. Who that is accustomed to composition ever began to construct his sentences by opening his Grammar and poring over its syntactic formulas? Who ever employed one word in a certain connection, and a second word in another, because the Grammar had defined them as being appropriate thus and so? Never one. We write as we do, because our thought instinctively shapes

itself in the words we use. Nouns, pronouns, verbs, adverbs marshal themselves in order where they ought to be, because they come uppermost in such order as the desired instruments of our ideas; and not because they are the subjects of the nomenclature of Grammar. After we have once become accustomed to use language with facility, then the value of grammar is realized in the improvements it will enable us to make in our style. It can be of comparatively slight use to us before. It is narrated of Prescott, that before he began the composition of his immortal Ferdinand and Isabella, he took Murray and Louth and made an exhaustive study of the subject of Grammar, that he might correct and adorn his style. But he already *had* a style to work upon, or the process he underwent would have been as futile, as for a fresh hand on our railroad to take a locomotive to pieces and carefully inspect its various parts in our New Bedford station house, and imagine that that procedure would get him to Taunton.

I do not hesitate to say without qualification, that the study of Grammar, scientifically and methodically, anywhere below the first classes in the Grammar Schools, is an absolute waste of time. It neither disciplines nor instructs; and it can be of little or no use even in the first classes, unless there shall first have been a course of appropriate study that will have imparted some scope and freedom in the uses of words, the construction of sentences, and the expression of the ideas.

I ask again and pause for a reply, Why are our children put so early at the study of Grammar? Who can answer, unless it be according to the suggestion of Herbert Spencer, penned in a similar connection, that it has been customary to do so from time immemorial, and therefore we do it.

A study incidental to Grammar was all the rage a few years ago, and is still in glorified vogue in some quarters,

called distinctively, "Analysis;" and if the deep of absurdity into which the teaching young children in Grammar itself plunges us, can have a lower deep, it is reached by those who drill such children in this dreary "Analysis." I think I have never felt greater pain when visiting schools, than when I have heard scholars of eight and nine years of age glibly reciting about "principal clauses," "subordinate clauses," "co-ordinate conjunctions," "objective elements," "adverbial elements," "logical subject," "grammatical subject," "logical predicate," "grammatical predicate," "complex, adjective element, third class," and so forward; the very volubility with which they babbled forth the mere parrot knowledge constituting the saddest part of the display. For if a question had been asked them involving an intelligent application of what they were talking about, it would have brought them up "all standing," as the sailors say.

These text-books in "Analysis" have been prepared by some of our most accomplished and valued educators; but I feel sure that many a twinge of remorse must have affected their consciences at the waste of time which their lucubrations in this direction have occasioned.

3. The third study in the order of relative values is Geography. And I should be disposed to allow it the full place and consideration which have been accorded to it, if only it might be properly taught. Heretofore it has been wretchedly otherwise. In the first place, no text-books are more vexatiously faulty than those of this study. It would seem as though common sense had been coolly set aside at the start by those who have prepared them, as not to be regarded in the least. The three most prominent errors in their construction are, first, beginning with the scientific generalizations that are the fruits of the ripest culture; second, an illimitable range of map questions, mixing up important and unimportant localities and geographical features in undiscrimi-

nating confusion, and lumbering the memory with a mass of dry, disconnected facts; third, a separate description of the climate, productions, etc., of every distinct, political State on the globe, including the several United States, necessitating an independent act of memory in each case, when if the all controlling climatic and other general laws had been made the basis of the instruction, the position of the various countries on the earth's surface would instantly suggest their temperature and staple productions, and the senseless, disintegrating details that must now be encountered have been avoided. But educators are alive to these great errors. The press teems with essays exposing and denouncing them. And Guyot's late publications, intelligently treating of the subject by topics, will lend a stimulus to the reformation that we confidently and early anticipate.

4. I dismiss the next study in the order of values,—Spelling,—by simply remarking, that the authography of our language is so arbitrary and unsystematic in relation to its pronunciation, that the correct spelling of its words must be learned mainly as an act of memory. And it would seem to have been settled by experience, that only in early years will the memory faithfully perform this office. Therefore, I would have spelling thoroughly taught, care being taken, however, not to run the study to an absurd excess by exercising the scholars upon words that they are never likely to encounter in practical life, merely because they are in the dictionary and peculiarly hard to spell. This constitutes one of the most ridiculous of displays.

We come now to Reading; and, as has been virtually affirmed all throughout my reasoning, this is the study that should transcend all others in our esteem, and take precedence of all others in the curriculum of our Grammar Schools.

But let me be fully understood. I use the word, Reading,

in no limited and technical sense. But I adopt it as a general term, under which I would include all the methods by which LANGUAGE, IN EVERY TRUE SENSE OF THE WORD, IS TO BE TAUGHT.

For a knowledge of our language is the first great starting point in the education of our youth. It is needed both mediately, for its ulterior advantages, and immediately for the necessary facility it gives to comprehend other branches of study. For instance, the great drawback at this moment to the profitable study of History in the Grammar Schools, is the fact, that, comparatively simple in expression as its pages may be, the language is not sufficiently understood by scholars generally to be read with ease or pleasure. It therefore becomes delving and often unintelligent taskwork. So with no little of the text of our Geographies; and the cry is coming to us every day from the hearts of our children, while we are thus subjecting them to deal with incomprehensible abstractions, "Give us bread! Give us bread, and not husks; we starve on husks!" Oh I should rejoice to realize that the children in our schools were being taught in conformity with the grand idea, that their attainments were to be judged of, not by their proficiency in so much technical Arithmetic, technical Grammar, details of Geography and accurate spelling alone, but full as much,—even more—by their power to think, speak and write freely, comprehensively and accurately, because of their facile and correct command of WORDS, those indispensable instruments of thought!

Therefore, in the first place, I would have Reading made a frequent and familiar exercise. I do not mean either the hum-drum rotework that it is so often narrowed down to, where the object to be gained is merely to familiarise the scholars with the words so as to enable them to pronounce them intelligibly, and to some extent perhaps, intelligently, yet with no adequate mental grasp of the facts or senti-

ments that they are employed to express; nor, again, that drill, over and over, on a few selected pieces for the sake of perfected modulation, which, when it *limits* the instruction in Reading given in Grammar Schools, as it often does, is a wicked perversion of the radical intent of the study; but that frequent intercourse with the best authors through the choice selections contained in our reading books and otherwise, the teacher's whole soul being thrown with enthusiasm into the exercise, whereby thought will be aroused, the range of knowledge steadily increased, words learned and treasured up as the symbols of clear and delightful ideas, a taste imparted for pure and instructive literature, and a love of reading awakened, of a substantial, improving kind, that shall thenceforth, leading on to familiarity with the noblest works in prose and poetry, become the mind's self-wielded instrument in a process of culture that shall not cease so long as life remains.

Again, in this connection, there is the practice of Composition; not the hateful taskwork of cudgeling the brains to make them render up ideas on some difficult, abstract subject, that the teacher, who half deserves to be cudgeled himself for imposing such a task on immature minds, has assigned to be written upon; but Composition that the interested scholars shall not imagine to be that frightful thing; now an object lesson, first pleasantly given, to be written off in detail; now, again, a brief, impressive anecdote or story, first clearly and intelligently read by the teacher, to be allowed to slumber in memory for some hours, and then put on paper, with as close an adherence to the original as possible; a third time, a letter to be written to some friend describing certain events that have been witnessed; a fourth time, a list of prescribed words to be wrought into connected sentences according to their meaning. These are a few of the many ways to make the writing of Composition,

so invaluable as an aid to the study of language, as attractive as it is useful. And it should be practised in some of these ways, not once a week only, but every day.

All the more is this kind of training of value, because there is one object of instruction, ranging far above the immediate practical uses of the scholar's work, that I have not yet noticed; and it is to be obtained chiefly through the agency and study of language. Edward Everett has somewhere said that instead of *useful* studies, he would plead for what he styles "the noble inutility of generous studies; rather let me call it," he says, "for the ineffable beauty, dignity, loveliness and priceless worth of the meditations of the thoughtful, well-instructed mind, soaring on the wings of conscious, nay, better, of its unconscious powers and susceptibilities, far above the region of utilitarian appliances, to the heaven of thought, imagination and taste." We at once appreciate the glorious idea here embodied. We follow out the instrumentalities of the schoolroom to this vast and ultimate, as it is the noblest field, to which those instrumentalities can lead. And as we look around us over its magnificent reaches, and towards its illimitable boundaries, the technics of the studies to which we now so rigidly confine our children, wither up and crumble to nothing in the presence of endowments, that in their narrowness they never can bestow!

It is understood, of course, that Reading, as I would have it taught, is to include constant attention to the meaning of the words, and the character and force of the sentiments of every passage that may be read. And in this connection might occur from time to time, discursive exercises, to introduce a range of instruction, now, to speak in general terms, wholly unknown to our Grammar Schools; and yet of such indispensable importance as a means of furnishing the mind with available resources, that its neglect seems absolutely

astonishing. I refer to the scientific and artistic facts that are explanatory of the objects and occurrences of daily life. What a world of knowledge of the most interesting, suggestive and valuable character is related to the commonest things and events that cross our pathways, and in what darkness we shut up our Grammar Schools in regard to them! The principles of Natural Philosophy and of Art illustrated in the locomotive, whose whistle and rumble are in everybody's ears, in the telegraph whose wires stretch along all the main thoroughfares and railroads, in the mechanical inventions whose buzz and whirl are heard in all our work-shops, in the freezing of water, the ascent of smoke, the blue of the heavens, the cooking of food, the travel of clouds, the draught of chimneys, the manipulation of metals, the fabrics that make up our clothing, the glass and crockery on our dinner tables, the steel that is hard while iron is soft; yes, in the how and wherefore of everything with which we have to do; are our children to be drilled on Arithmetic and Grammar exclusively, and never to be taught these other things so important to every day's intelligent action? It is a wrong and a shame, as I believe.

At the West, under the best school systems, the principles of Science and Art are taught systematically in Object Lessons, whose topics are prescribed from grade to grade. And there is a text-book of quite an interesting character, dealing with this very kind of knowledge in a familiar way, called the "Science of Common Things;" the mere title of which is strikingly suggestive, while the contents range very thoroughly, and for the most part correctly, over precisely those fields of knowledge that I am now considering. I should hesitate however, to recommend its introduction into the Grammar Schools, because such topics had far better be taught orally than by text book. And it has occurred to me that unless a series of Object Lessons should be expressly

provided for in the Course of Study, to include those topics, they could very happily be brought in in connection with the exercise of Reading. Thus, for instance, suppose the word *steam* to occur in a reading lesson. It might be made the starting point of lessons that should include the philosophy, the uses and the machinery connected with the application of steam as a mechanical force. From this, by direct logical suggestion, the path would be open to a consideration of all the other great forces of nature. Again, the name of an animal would open the way to instruction in the general subject of the animal kingdom. The uses of the furs, wool and skins of animals would lead to an examination into the materials and fabric of the clothing of the various peoples on the globe, and this to a study of the various kinds of machinery by which it is made. And so forward. With judicious foresight and arrangement on the teacher's part, such exercises might be so systematized and pursued as not only to embrace a comprehensive survey of what has been so happily termed "The Science of Common Things," but to make accurate and permanent impressions.

But it may be said, In this allotment of studies you are reserving no margin for the discipline of the mind.

A few words only will suffice on that point. It appears to me to be the height of absurdity to require scholars to pursue certain specified studies for the sake of disciplining their minds, such studies being valuable chiefly for their assumed power to effect this object, when those scholars are not likely ever to have opportunities to supply their minds with such intelligence as will bring the discipline into practical use. And this is certainly the case with the great majority of those who go from our Grammar Schools directly into active life. To quote from an admirable essay from the pen of Prof. W. P. Atkinson, who has been doing the country grand service of late in brushing dusty cobwebs away from the

brains of some of our Educators, "Practical usefulness—and by that term I do not mean the mere vulgar stomach and pocket filling with which it is so often confounded, but practical usefulness in a high and generous sense, the serving of all noble and worthy objects, the endeavor to make our earth a better dwelling place and man a nobler dweller in it—practical usefulness in this sense, should be the very aim of all our teaching; and study can never lose sight of it without most imminent peril of becoming worthless for discipline as well as for use."

This is impressively true. Let us have no study in our Grammar Schools merely for the sake of discipline, for the scholars cannot afford so much loss of time to the acquisition of knowledge. All the more because the two things can be so amicably combined. Any study that is "traversed by principles and capable of method" disciplines the mind. And surely this is true of all the studies pursued in our Grammar Schools.

I have thus examined into the relative values of the studies ordinarily reckoned as belonging to a Grammar School course, with the exception of History, that I have reserved to speak of in another connection. And if I were to do full justice to the important theme, I should now point out the relations of these studies to each other according to the new values that I put on them. But I have neither space nor inclination to do this. For the first thing to be accomplished is, to produce in our own minds and the minds of the public a conviction that a readjustment of values, in harmony with my previous reasoning, is a matter of vital, pressing interest. Then such a readjustment will readily and normally ensue. I will dismiss the point with a few general hints.

The fundamental principles of Arithmetic are to be thoroughly taught, of course. But I would have them taught in view of their *usefulness* and not of the *drill* they require.

And the moment that School authorities are willing to accept such a basis for the study, their schools will gain time enough now spent on arithmetical drill for the mere sake of drill, to acquire an incalculable amount of knowledge of language and its invaluable subsidiary applications. As the studies of Public Schools are regulated, the portion of Arithmetic allotted to each class throughout the several grades, is almost always *a step or two in advance of sufficient maturity in the scholars fairly to understand it.* The result is that the teachers spend hours upon hours in striving to find an orderly lodgment in their brains for that for which nature has not yet made a place. Thus the analytical formulas by which "Mental Arithmetic" is explained by beginners in the study, are forced upon them in a dreary process of iteration and reiteration on the part of the teachers, as an act of memory that has scarcely a gleam of intelligence behind it, making it a strained and revolting task. This is the case every where. I lately listened to an exercise in this study in a lower room of one of the most popular Grammar Schools in Boston; and it was just the same old work of dictation on the teacher's part and painful memory on the childrens'. "This is a forcing process, that does not seem very sensible," said I to her. "'True enough," replied she, "and it is always so. The classes that come to me are too young to understand the analysis, and what they learn of it is nothing but an act of unintelligent memory."

Now why not save all this strain and time, by adapting our allotment of the study to the intelligence of those who are to learn it? True, we must make our scholars work; work hard. Study is good for nothing in any sense without hard work. But there is all the difference in the world between the activities of a mind that is healthfully put upon its energies *within the sphere of its capacity*, and those that it exerts in a miserable struggle to grasp what is beyond its

reach. Make a child open its eyes to the light, if the light be before them; but for conscience's sake as well as the mind's sake, do not require it to see, when there is *no* light. Small advantage can come of that.

Next, as to Grammar,—below the classes where I have already indicated that I would have it systematically taught, enough of it for the necessary purposes of study, such as the parts of speech and their chief uses and relations, could easily as well a pleasantly be learned in connection with the reading lessons, without any text-book at all.

History I would have made a prominent study in Grammar Schools; at least that of our own country. And this, not only because of its abstract importance, but because the text-book of it can be used as one of the Reading books; and thus in the lower classes, before the subject is fairly taken into account as a positive study, the text can be read over, the words explained, the facts grouped and illustrated by the teacher, and the minds of the scholars put in genial readiness for the time when lessons will be assigned in it to be thoroughly learned. Our Grammar Schools are already thus using their Histories to good advantage.

I have already indicated with sufficient accuracy, the relative positions that I would give to Geography, Reading and Spelling; and, briefly remarking that I would have Writing carefully and constantly attended to, not in formal copy books only, but in various practical ways, and that I consider systematic instruction in Music and Drawing of indispensable importance to a complete training of the powers and senses, I close my remarks on this deeply interesting theme.

DEFECTIVE TEXT-BOOKS AND MODES OF TEACHING.

Did time allow, I should be glad to enlarge on these two points. I must content myself with a few brief suggestions.

I have only in mind at the present time defects of a gen-

eral character, such as bear directly and powerfully on the success of our schools, and therefore have an intimate relation to the question that I have just been endeavoring to answer, "Is our teaching the best kind of teaching?"

There is first the gross and singular mistake found in many of the text-books, of beginning at the wrong end of the subjects they treat of, and therefore of starting our children in study just where nature would complete it. For they almost invariably lead off with the scientific generalizations that the minds of men arrive at only after a thorough mastery of the contents of a subject. Thus the Geographies, except Guyot's, array before the scholars, first of all, a series of chapters severally on the "Astronomical Relations of the Earth," the "Mathematics of its Geography," its "States of Civilization," its "Forms of Government," its "Religions," "Latitude and Longitude," and so forward; points that are the fruits of the ripest culture. And the Grammars also start with provisions to load the memory with abstract definitions and rules. The difficulties incident to such a faulty arrangement are manifest. And I would suggest that the teachers be allowed unlimited discretion in the use of the text books, both as to manner and amount. Some of the best teaching that I know of, in the standard studies of our Grammar Schools, is carried on without any text books at all.

A few words in the second place, on what I consider a very radical defect in our methods of teaching. In Massachusetts it is considered essential to divide the school sessions into study-time and recitation-time. Lessons are set that are expected to be thoroughly prepared by the scholars, each working quietly by himself, in a stated interval, to be recited at an appointed hour.

But the chief difficulty that we encounter in the schools, and it is consequent on this method, is that the scholars *do not know how to study.* They do not know how to analyse

definitions, apply principles, discriminate between mere memorising and intelligent learning, obtain illustrations, and ascertain the meanings of the words that are used. So the teacher finds the prescribed season of recitation altogether too short to supply these deficiencies; failures are recorded against those who would have been glad to learn if they had known how to employ their powers; and what is to my mind as deplorable as it is common, the whole business of study that might be both genial and pleasant, is made vexatious and hateful.

In some other States they do things very differently. Until the children have arrived at an age when they are mature enough to apply their powers efficiently by themselves, there are no intervals of solitary study-time. But the teachers *study the lessons with their scholars*, leading them on step by step, letting their minds work, but preventing any blind groping in the dark. And the results are in brilliant contrast with the Massachusetts system. I speak from personal experience. I have carefully, repeatedly and thoroughly tried this plan, to my delight and satisfaction, and I believe to the equal delight and advantage of the scholars whom I have so taught. It gives a spirit to the lessons that they did not before possess; enlists a genial and universal interest; and results in a clear intelligence of the subject, not readily attainable by our common method. And I trust, Gentlemen, that when you shall have maturely examined into these differences of method, you will authorize me to change that now prevailing, just as fast and far as the organization of our schools will allow.

THE CHARACTER OF OUR TEACHERS.

I cannot dismiss this report without a few earnest words as to the character of the Teachers who are placed in charge of our schools.

There is an old educational adage, that would be stale if it were not maintained in thrilling freshness by its ceaseless importance: "As is the teacher so is the school." The best of circumstances cannot enable a poor teacher to keep a good school; the worst of circumstances cannot prevent a capable teacher from doing so.

But striking as has been the force of this adage in past days, its application at the present time, through the peculiar demands made by the improvements in the philosophy of teaching, is so momentous as to greatly enhance the responsibility of School Committees in the selection of their teachers. Every noble advance out of the ruts of the old prosy rote-method of school work is exacting more and more from teachers. A "so, so" school under the old method was tolerable. A "so, so" school under the new methods is an abomination.

The teacher more than ever must possess *varied culture.* There is not a single station along the line of the grades, from the Principal of the High School to an Assistant in a Primary School, where the contents of a well furnished mind are not absolutely requisite, and where the resources of even the broadest intelligence would not find ceaseless opportunities of employment. Who without learning, — solid and comprehensive learning, — can adequately illustrate the studies of even a Primary School? Who, without sound learning, can carry on an "Object Lesson," in any grade, in an interesting and effective manner? Who, without learning, can *teach scholars how to learn?*

The teacher now-a-days must *study.* He must read standard works in the different walks of literature, and he must keep abreast of the age; he must acquaint himself with new discoveries in science and art, new changes in national boundaries and national life the world over, and familiarize himself with the progress of educational science. This, not

only for the sake of the knowledge, but of the furbishing and quickening of his mental powers. Yet how many teachers do not study! How many think that to graduate from a High School is enough to furnish forth a teacher for a life-time!

Again, the teacher now-a-days must possess special aptitudes for the vocation; and above everything else must be instinct with glowing *enthusiasm.* True school-work is now of such a character, that a cold measured monotony of feeling and effort can achieve comparatively small results. There must be the electric influence of a spirit fired with devoted and enthusiastic purpose.

Once more, the teacher must be permeated, moulded, and impelled by the loftiest and divinest graces of character. It is not enough that he be moral and reputable. He should have within him the active motions of the eternal life. Averse as our communities are to express religious instruction in public schools, through the fear of sectarian proselytism, it is the *unconscious influence of the teacher's character* that is the paramount moral power in the school-room; and that influence, to be true, earnest, and forceful, working with dominating vitality, must derive its chastened springs of action from the spirit of God, which has made a temple of the soul and abides there. We seek to abolish corporal punishment, when it can be safely done. What is to effect its abolition so readily and benignly as the power of real, Christian spiritual life flowing out upon a school from a teacher's heart, and chastening every refractory nature with its persuasions and offices of sympathy and love!

I would, therefore, urge upon you, Gentlemen, as I know you will allow me to do, the imperious necessity of careful discrimination in the selection of your teachers. Because a young lady can pass a creditable examination so as to obtain a certificate, it by no means follows that she possesses

qualifications to be a successful teacher. Let us maintain our standard at a high and worthy point; doing justice, in the truest sense, to the youth committed to our charge.

THE COMMITTEE ROOM LIBRARY.

Book-cases, a very valuable desideratum, have lately been placed in the School Committee Room, for the purpose of holding the Educational Library that we desire and purpose to collect together. We have already in possession a complete series of the Common School Journal, that excellent periodical, instinct with the earnest and enlightened spirit of Horace Mann; the Reports of the State Board of Education, containing the elaborated and admirable Annual Reports of the several successive Secretaries of the Board; and the Reports of the School Committee of Boston for ten years back, embracing in their handsome pages the Reports of Mr. Philbrick, the Superintendent of the Boston Schools; that of themselves, in their intelligence, comprehensiveness, sagacity and noble progressiveness, would alone accomplish a teacher for practical work. And I take occasion to remind the publishers of the school-books now in use in our public schools, and of any others that they may desire to submit to our examination, that we have room for such books on our shelves.

CONCLUSION.

Gentlemen of the Committee, I may have taken some positions with which you will not fully agree. But I have learned from the courtesy and candor with which you have received all my previous communications to the Board, that you favor thorough investigation and independent thought, whatever may be the conclusions to which you may yourselves arrive. It is this uniform attitude of the Board that has given me personal energy in connection with my duties

and inspired a lively hope for our schools. May it never cease to characterize your labors; and so long as I may be your officer, may no errors, either of thought or of action, deprive me of that confidence which I am proud to enjoy and happy to acknowledge.

Respectfully submitted,

HENRY F. HARRINGTON.

APPENDIX.

Statement of the Schools for the Term ending Dec. 1st, 1866.

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1867.	Salaries, 1866.
HIGH. Males,	72	70	68	98	Charles P. Rugg,	$1300
					J. M. Merrick Jr.,	1200
Females,	126	120	114	95	Sallie W. Fox	525
					Charlotte E. Wheeler,	525
Total for High School,	198	190	182	96¼	Mary S. Mendell,	525
GRAMMAR.						
FIFTH STREET	434	413	394	95	J. S. Barrell,	1200
					Hannah B. Robinson,	450
					E. Emily Cushman,	450
					Betsey B. Winslow,	450
					Mary E. Smith	450
					Eudora Sanford	450
					Sarah E. Stoddard,	450
					Elizabeth Russell,	450
					Lizzie P. Briggs,	450
MIDDLE STREET,	150	142	134	95	Ivory S. Cornish	1200
					Abby A. K. Howard,	450
					Julia H. Osgood,	450
PARKER STREET,	193	181	175	96	C. E. E. Mosher	1200
					Jane M. Gardner,	450
					Eliza C. Lewis	450
					Susan B. Cornish,	450
Total for Grammar Schools,	777	736	703	95½		
INTERMEDIAL.						
MERRIMAC STREET,	92	83	77	92	Helen M. Gordon,	450
					Louisa A. Arey	400
PARKER STREET,	95	88	83	94	Annie R. Commerford,	450
					Jeannette P. Hunter	400
MAXFIELD STREET,	124	113	115	93	Eliza J. D. Shepherd,	450
					Martha M. Hemenway,	400
KEMPTON STREET,	105	97	89	91	Clara D. Cory,	450
					Abby S. Almy,	400
WILLIAM STREET,	126	114	99	98	Mary E. Savery,	450
					Mary B. Gooding,	400
BUSH STREET,	107	100	95	95	Mary E. Allen,	450
					Maria L. Whitney,	400
SIXTH STREET,	134	128	120	93	Sarah D. Ottiwell	450
					Charlotte C. Carr,	400
					R. A. Cranston,	400
DARTMOUTH STREET,	83	78	76	97	C. L. Chase,	450
					M. E. Chase,	400
GROVE,	52	38	33	87	Lizzie S. Post,	450
Total for Intermedial Schools,	918	839	787	93¾		
PRIMARY.						
HILL,	115	100	93	93	E. P. Spooner,	450
					Kate Commerford,	400
MERRIMAC STREET,	134	118	112	95	Alma C. Field,	450
					Drusilla W. Sears,	400
CEDAR STREET,	218	199	137	94	M. L. Blake,	450
					Annie S. Homer,	400
					H. S. Macomber,	400
					Louisa S. Heath	400

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1867.	Salaries, 1866.
MAXFIELD STREET,	139	128	119	93	Mary B. White,	$450
					Sarah E. Field,	400
KEMPTON STREET,	128	103	96	93	Patience R. Almy,	450
					H. A. R. Kempton,	400
WILLIAM STREET,	131	111	102	92	Sarah H. Hewins,	450
					Jane C. Finkill,	400
BUSH STREET,	107	98	93	95	Anna M. Bailey,	450
					Clara E. Webster,	400
SIXTHS STREET,	83	62	58	94	Ruth H. Brady,	450
GRIFFIN STREET,	82	72	65	90	Abby F. Bryant,	450
					Sarah H. Cranston,	400
DARTMOUTH STREET,	80	71	66	93	H. P. Cushman,	450
					Susan M. Tompkins,	400
ARNOLD STREET,	30	27	25	94	Carrie M. Cook,	450
GROVE,	91	77	65	85	M. L. Brett,	400
Total for Primary Schools,	1338	1166	1081	192½		
COUNTRY.						
ACUSHNET,	52	47	43	91	Frederic W. Wing,	850
					Lydia S. Sears,	250
NORTH,	31	32	27	85	Mary F. Clark,	400
PLAINVILLE,	24	22	18	81	Lucy J. Remington,	400
HASKINS' CORNER,	48	41	34	84	Lucy P. Hathaway,	450
CANNONVILLE,	83	69	63	92	Emma R. Wentworth,	450
					Isabel M. Reid,	400
CLARK'S POINT,	30	27	26	96	Jane C. Thompson,	450
ALMS-HOUSE,	30	24	23	98	Mary A. Brightman,	400
UNGRADED,	112	84	73	87	Nehemiah Lincoln,	1100
					Clarissa S. Staples,	450
	420	346	307	89½	E. B. Haskell,	450
EVENING.						Per week.
Male Department,	129				Ebenezer Hervey,	$4.50
					Adam Mackie,	3.00
Female Department,	110				Frances G. Hersey,	4.00
					Mary Crowell,	2.50

Frances G. Hersey, teacher of Drawing $500

Harriet B. Warner, teacher of Music, ... 125

Almena M. Hathaway, supernumerary teacher, ... 400

SKETCH OF THE PUBLIC SCHOOLS OF NEW BEDFORD.

James B. Congdon, Esq., has politely furnished the School Committee with the following sketch of the Public Schools of New Bedford, and makes many valuable suggestions for future contributions which will make our School History more complete.

It was in 1821 that the movement was made to establish schools in New Bedford in conformity with the laws of the Commonwealth. Before that we had supported, at the public expense, a school for the poor, which was, in every sense of the word, a *poor* school. In 1821 the people began to think and to act.

The first movement was to bring the matter before the town "to see" what could be done. A committee was appointed to look into the matter. The only one of them now living is Jonathan Tobey. The Chairman was John Avery Parker. He was the only man of wealth in the town who acted with the people in the matter. The result was the appointment of a School Committee, and an appropriation of $1,200!! The School Districts were then established.

In 1823 there was another struggle. The contest was in the Friends' Meeting House, to which place the Town Meeting had adjourned. Upon the question of appropriating *Twelve Hundred Dollars* for Schools, the friends of public education were defeated. The vote stood: yeas 142, nays 189. But the matter was all put right the next year, and as far as the *town* was concerned that was the last serious contest, except with regard to the High School. There were several hard fights over that before it was permanently established.

For several years the town chose School Committeemen for the several Districts. That was not long continued. I give you the persons chosen for the several School Districts.

In 1831 the town ordered the establishment of a School for Colored Children, in their vote calling it the "African School." Six hundred and twenty dollars were appropriated. The writer of this was then of the School Committee, and doubted the legality of the movement. On his motion a vote was passed, referring the question to Charles H. Warren, Esq. I have

in my possession the written opinion of that gentleman, in which he fully sustains the view that had been taken as to the legality of the movement.

Briefly the ground taken was this, that inasmuch as the town had been divided into School Districts, all the children in each had a right to attend the school in the District in which they resided. No child could be obliged to go out of his or her District. I am inclined to think that, at that time, if the town had not been divided into Districts, a school expressly for the colored children would have been established and sustained. As it was, the project was abandoned, and you will see, by the reduced appropriation of the following year, that the "African School Fund" helped out the appropriation for 1832.

APPROPRIATIONS

FOR THE PUBLIC SCHOOLS OF NEW BEDFORD, FROM 1822 TO 1866, INCLUSIVE.

1822,	$1,200	1845,	17,500
1823,	0,000	1846,	21,225
1824,	1,500	1847,	21,500
1825,	2,250	1848,	21,500
1826,	2,250	1849,	22,500
1827,	2,950	1850,	21,500
1828,	3,700	1851,	34,800
1829,	3,375	1852,	35,500
1830,	4,225	1853,	35,500
1831,	4,380	1854,	35,500
1832,	3,650	1855,	40,000
1833,	6,750	1856,	43,000
1834,	8,250	1857,	43,000
1835,	8,250	1358,	43,000
1836,	8,600	1859,	45,000
1837,	11,500	1860,	42,000
1838,	13,530	1861,	40,000
1839,	13,530	1862,	32,000
1840,	14,600	1863,	35,400
1841,	15,400	1864,	36,200
1842,	17,025	1865,	44,000
1843,	18,300	1866,	50,000
1844,	20,500		

LIST OF SCHOOL COMMITTEE.

FROM 1821 TO 1867.

Allen, Stephen, 1823, 1824, 1825, 1826.
Allen, Jonathan, 1823, 1824, 1826.
Andros, Richard S. S., 1841.
Almy, Charles, 1849, 1865, 1866, 1867.
Abbe, Edward P. 1855, 1856, 1861, 1862, 1863.
Akin, Francis T., 1862, 1863, 1864.
Bryant, Philander, 1841, 1854, 1855.
Bourne, Joseph, 1822.
Bates, Nathan, 1825.
Bradford, W. J. A., 1830, 1831.
Burrage, John, 1831, 1832.
Bailey, John, 1833, 1835, 1836, 1837, 1838.
Baker, George W. 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843.
Bassett, Ezra, 1841.
Baker, W. G., 1852.
Baker, Francis, 1842, 1843, 1844, 1845, 1846.
Brigham, Lincoln F., 1846.
Burt, Daniel C., 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1856.
Bourne, George A., 1847.
Babcock, Rufus, 1847, 1848, 1849.
Brown, Oliver H. P., 1849.
Burt, Charles D., 1850, 1851.
Bush, Thomas B., 1841.
Borden, Alanson, 1852, 1853, 1854, 1855, 1856, 1857, 1858.
Barney, Edwin L., 1853, 1854, 1856, 1857, 1858, 1859, 1864, 1865, 1866.
Bradford, Elihu B., 1856.
Bumpus, Shipley W., 1857, 1858, 1859, 1860.
Bonney, Charles T., 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867.
Burt, Samuel P., 1862, 1863, 1864, 1865, 1866, 1867.
Bessey, Asa B., ——, 1865.
Batchelor, Benjamin S., 1867.
Coggeshall, Charles, 1821.
Coggeshall, John, Jr., 1821.
Coggeshall, Hayden, 1822, 1824, 1825, 1826.
Case, Isaac, 1825, 1826, 1828, 1829.
Congdon, Benjamin T., 1836, 1837, 1838, 1841.
Congdon, Joseph, 1826, 1827, 1828, 1830, 1849.
Congdon, James B., 1829, 1831, 1832, 1833, 1836, 1837, 1838, 1839, 1840, 1842, 1843.
Clifford, John H., 1832.
Collins, James H., 1833, 1841.
Clark, Peleg, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840.
Cannon James, 1833.
Cook, Wm. T., 1844, 1845, 1846, 1848.
Currier, J. H., 1848.
Chase, Luther S., 1849.
Craig, Wheelock, 1853, 1857, 1858, 1859.
Crapo, Henry H., 1837, 1838, 1839, 1840, 1842, 1843, 1845, 1847.
Crapo, William W., 1855, 1856, 1857.
Coe Isaac H., 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866.
Cobb, Asahel, 1859.
Cushman, T. Ruggles, 1860, 1861, 1862.
Clarke, Henry B., 1860, 1861, 1862, 1864, 1865, 1866, 1867.
Chisholm, Wm. R., 1864, 1865, 1866, 1867.
Cornell, Joseph H., 1866, 1867.
Davis, Joseph, 1825.
Davenport, Dudley, 1826.
Dewey, Orville, 1827.
Dyer, Timothy I., 1832.
Davis, Thomas, 1844, 1845, 1846, 1847.
Dow, William F., 1848.
Dunbar, George H., 1852, 1853.
Davis, John, 1855.
Durfee, Zoeth S., 1857.
Devoll, Pardon, 1866, 1867.
Durfee, William F., 1859, 1860.
Eddy, Job, 1825.
Emerson, John F., 1831, 1833, 1834, 1835, 1836, 1837.

Eliot, Thomas D., 1839, 1842, 1844, 1847, 1848.
Eddy, William, 1844.
Eldredge, Azariah, 1849, 1855, 1856.
Eldredge, George H. 1853.
Estes, George W., 1854.
Fessenden, C. B. H., 1863, 1864, 1865, 1866, 1867.
Frost, Joshua W., 1866, 1867.
Gifford, Abraham, 1822, 1862.
Grinnell, Cornelius, 1823, 1824, 1825.
Greene, Thomas A., 1839, 1840, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850.
Gleason, Amasa L., 1849, 1850, 1851, 1852, 1853, 1855, 1856, 1858, 1859, 1860.
Gardner, Edw'd R., 1860, 1861, 1862, 1863, 1864, 1865.
Heath, Samuel W., 1821.
Howland, Cornelius, 1821, 1823, 1825, 1826.
Hillman, Robert, 1822.
Hathaway, William, 1823.
Hathaway, Thomes S., 1823.
Hathaway, Ezra, 1823, 1824, 1825, 1833.
Hathaway, Ebenezer, 1824, 1826.
Howland, James, 2d. 1825.
Howland, George, Jr., 1844, 1845, 1846, 1847, 1848, 1849, 1850.
Howland, Wm. P., 1847, 1848, 1849, 1850, 1851, 1852, 1853.
Hart, Simpson, 1844, 1845, 1846.
Haffords, Charles, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855.
Holmes, Sylvester, 1827, 1847.
Hathaway, Nathaniel, 1827.
Howland, John, Jr. 1828, 1829, 1830.
Hawes, William T., 1829, 1842.
Howland, Edward W., 1833.
Harris, Jeremiah G., 1835, 1836, 1837.
Howe, William, 1839, 1840. 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867.
Hewins, Luther G., 1842, 1847, 1848, 1849, 1850, 1851, 1852, 1861, 1862, 1863, 1864.
Humphrey, James L., 1856.
Hervey, E. Williams, 1859, 1860, 1861, 1862, 1863, 1864, 1865.
Haskins, Cyrenius W. 1861, 1862, 1863.
Hutchinson, Sylvander, 1865, 1866, 1867.
Hathaway, Gilbert, 1844, 1845.
Hathaway, Bradford G., 1850, 1851, 1854.
Homer, Charles W., 1854.
Jackson, Henry, 1843, 1844, 1845.
Kempton Thomas, 1821, 1822.
Kempton, Benjamin, 1821.
Kempton, William W. 1833.
Kempton, Horatio A., 1840, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1857, 1858, 1861, 1862, 1863, 1864, 1865, 1866, 1867.
Kenney, Pardon, T., 1861.
Kirby, Humphrey S., 1866, 1867.
Leonard, Samuel, 1825.
Little, Samuel, 1833.
Little, William, 1838, 1841.
Lund, Jonathan P., 1839.
Lincoln, Timothy D., 1841.
Lincoln, Frederick, 1842.
Leonard, Henry T. 1852.,
Lawton, James M., 1854, 1855, 1856, 1857, 1858, 1866, 1867.
Leaming, Philip S., 1856.
Mandell, Thomas, 1832.
Mayhew, Julius S., 1834, 1835, 1836, 1837, 1838.
Mack, David, 1835.
Morgan, Charles W., 1831, 1848.
Macomber, Leonard, 1823.
Mumford Benjamin, 1833, 1834.
Mumford, Joseph H., 1866.
Merrihew, Stephen, 1840.
Mitchell, Walter, 1853, 1854.
Nye, John, 1821, 1822.
Nye, Obed, 1833, 1842.
Otheman, Bartholomew, Jr., 1860, 1863, 1864, 1865, 1867.
Parker, John Avery, 1821, 1822, 1823, 1825, 1827, 1828.
Potter, Pardon, 1823, 1825.
Perry, Thaddeus, 1825.
Perkins, John, 1829, 1830, 1831, 1832.
Pope, Thomas, 1828.
Page, John H. W., 1831, 1838, 1839, 1840, 1842, 1843.
Prescott, Oliver, 1845, 1846, 1851.

Pitman, Robert C., 1850, 1851, 1852, 1853, 1854.
Post, Francis, 1847.
Perkins, Jonas R. 1848.
Peirce, Chas. M. Jr., 1863, 1864, 1865.
Pierce, Asa C., 1857.
Pope, William G. E., 1859, 1860, 1861, 1862, 1863.
Penniman, Bethuel, Jr., 1856.
Rodman, Samuel, Jr., 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1840.
Rotch, William R., 1822.
Russell, Perry, 1823, 1824.
Russell, William T., 1824.
Read, Alexander, 1827.
Rotch, Francis, 1829, 1830.
Russell, Wing, 1830.
Rotch, Benjamin S., 1840, 1843.
Robinson, Thomas D., 1854.
Rodman, Thomas R., 1857, 1858, 1859.
Rodman, Edmund, 1862, 1863, 1864, 1865, 1866, 1867.
Sullings, Hervey, 1821, 1822, 1823, 1824, 1825, 1826, 1828.
Swift, Jireh, 1821, 1822, 1823, 1824.
Spooner, Micah, 1824, 1826.
Spooner, Joshua, 1825, 1826, 1830.
Spooner, Paul, 1826.
Shiverick, Joseph R., 1825, 1826, 1830.
Smith, Robert S., 1828, 1829.
Seabury, Pardon G., 1839, 1840, 1842.
Seabury, Alexander H., 1850, 1351, 1852.
Stetson, Silas, 1840, 1843.
Stetson, Thos. M., 1856, 1857, 1858.
Stowell, Wm. H., 1833, 1834, 1846, 1847, 1848.
Sweat, W. W., 1847.
Stone, Joshua C., 1851, 1852, 1853, 1854, 1856.
Spear, James M., 1841.
Staples, Calvin, 1850, 1851.
Studley, Wm. S., 1862, 1863.
Stearns, Geo. W., 1859, 1860, 1861.
Sayer, Charles C., 1357, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865.
Stowe, Timothy, 1857, 1858, 1859, 1860, 1861, 1862.
Swasey, Charles L., 1856, 1858, 1859, 1860, 1861, 1866, 1867.
Stanton, Albert G., 1855, 1856, 1857, 1858.
Stephenson, Benjamin G., 1855.
Tobey, Jonathan, 1821, 1822, 1823, 1826.
Tobey, William, 1823, 1825.
Tuttle, Jonathan, 1830, 1831, 1832.
Taylor, William H., 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1841, 1842, 1843, 1854, 1855, 1856.
Taber, William C., 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1841.
Taber, Henry, 1834, 1835.
Thompson, James D., 1843.
Taylor, James, 1854, 1855, 1857.
Thomas, Moses G., 1849, 1850, 1853, 1854.
Taylor, Edwin P., 1864.
Tucker, Charles R., 1837.
Thomas, Henry F., 1855.
Williams, Richard, 1825, 1833, 1834, 1835, 1836, 1837, 1838.
Williams, Lemuel, Jr., 1826.
Warren, Charles H., 1827.
Ward, Jonathan R., 1834, 1835, 1836, 1837, 1838, 1841, 1843.
Wilcox, Henry R., 1849, 1850, 1851, 1852, 1853, 1854, 1858, 1859, 1860.
Wood, Henry T., 1850, 1851, 1852, 1853, 1854, 1861, 1862.
Wood, Lineas, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855.
White, Thomas B., 1848.
White, William G., 1851.
Washburn, Frederic A., 1859, 1860.
Wilder, Daniel, 1857.
Wheeler, Jonathan, 1855.
Weiss, John, 1855.
Wilcox, William, 1855.

1867—CITY DOCUMENT No. 10.

REPORT

OF THE

HEALTH OFFICER,

TO THE MAYOR AND ALDERMEN, JAN. 1, 1867.

NEW BEDFORD, Jan. 1st, 1867.

To His Honor, John H. Perry, Mayor, and to the gentlemen of the Board of Aldermen of the City of New Bedford constituting the Board of Health of said City.

Under an appointment from you I entered upon the discharge of my duties as Health Officer of the City on the 13th of April last.

Taking for my guide in the performance of the duties of my office, the Laws of the State, the Ordinances of the City and the Address of His Honor the Mayor to the "Inhabitants of the City of New Bedford," bearing date April 12th, 1866, I have endeavored so to direct my efforts as to accomplish the great object in view, the preservation of the health of the City.

It is generally conceded that during no year of our municipal existence, has our City been more free from those complaints which prevail, to the greatest extent, during the hot season of the year. Probably a healthier year never was experienced by the inhabitants of New Bedford than that which has now closed.

How far the efforts made by me under your directions and authority have contributed to this end, it is impossible to decide. The cholera, which in some of the cities and towns of the country made its appearance as was expected, and in one of the places of the West carried off more than three

thousand people, did not come near us; and, as before stated, we have been, in a remarkable degree, exempted from other diseases which like that originate in, and are sustained by, a disregard of the laws of health in relation to cleanliness of persons, dwelling, enclosures and streets. I feel assured, that to a considerable extent we have a right to connect our impunity from disease with that thorough purification of the cellars, yards, lanes and streets of the City which has resulted from the unusual and effective measures which have this year been persued. It is highly gratifying to know, that these measures have met the approbation of the people, who have sanctioned them by expressing their confidence in the result and an assurance of safety under their operation. The sanitary condition of the City was never better than at the present time.

My first movement was to distribute the address of the Mayor. A copy was left with every family.

I have sent out during the time I have held the office, *three hundred and five* notices to those upon whose premises there were found accumulations or operations which were considered violations of the laws of health and of the Health Laws.

Many persons in such cases have been personally notified; and it gives me much pleasure to state that in a large majority of instances my requests and directions have been cheerfully complied with. Several manufacturing operations, of which complaint was made, have either been suspended or modified so as to cease to be injurious or offensive.

The Mayor's "Address to all Masters and Pilots of Vessels entering the Port of New Bedford" has been extensively distributed. A copy of this address, which contains the more important laws of the Commonwealth and regulations of the City in relation to the subject of Quarantine, is annexed to this report.

I owe it to Marshal Brownell and his efficient Assistants, to state that I have been greatly aided in my efforts by the exertions of the Police of the City.

I have already noticed the fact that the measures pursued have met with the approbation of the inhabitants of the City. I wish to state in addition to this, that I have been assisted and sustained in my endeavors to preserve the health of the City by the cheerful and effective co-operation of the citizens.

I annex copies of both of the addresses of the Mayor, and of the forms used by me in my notifications.

Respectfully submitted,

T. D. COOK, *Health Officer.*

ADDRESS.

CITY OF NEW BEDFORD,
OFFICE OF MAYOR AND ALDERMEN, April 12th, 1866.

To the Inhabitants of the City of New Bedford:

Your attention is called to a subject of great importance. To preserve the health of the City it must be kept clean. This is always essential — at this time, in view of the fact that the cholera is upon this continent, and is approaching our country, it has become a *necessity*, if we would protect ourselves against the ravages of this terrible disease.

By the laws of the State and of the City, it is made the duty of the people and of those who represent the people, to give earnest heed to this important subject. It is presented to you as one that demands your attention, earnestly and without delay. The City must be made clean and kept clean. It can be speedily made clean, if every family and every holder of real estate shall

at once set about the work upon the premises over which they have control. It can be kept clean by giving to the work a few moments every day.

The Mayor and Aldermen, as the Board of Health of the City, are charged with the duty of securing it from the danger which follows in the train of filthy, impure and decaying accumulations.

If the people will not do this work for themselves, it will done for them, *always at their expense*, and often, no doubt, to their inconvenience and loss. But it must and will be done.

To aid you in your efforts to obey the laws of health, which are the conditions and assurances of safety, and the laws of the land, we give you a brief abstract of what these laws require of you.

You are to have suitable *privies*, *vaults* and *drains* to your tenements. A heavy penalty attends upon the neglect to provide these all-important parts to a decent and safe tenement.

There must be no accumulations of stagnant and impure water in or about your premises.

There must be no decaying vegetable or animal substance allowed to remain in your cellars, yards, or in any part of the premises over which you have the control.

Your sinks, drains, privies, cellars and yards, are to be freed from, and kept freed from, all accumulations or substances which endanger health. Decaying vegetable or animal substances are as dangerous in your yards as in your cellars—in your cellars as in the rooms in which you eat or sleep.

To assist you in this work, the city-carts will, oftener than has heretofore been the practice, pass through the streets, and carry away all such rubbish and vegetable matter as may be placed in a condition to be removed.

To assist them in their work, and that there may be neither neglect or delay in its prosecution, the Mayor and Aldermen have appointed Timothy D. Cook a health Officer, who will, under their directions, put in force the laws of the State and City, for the preservation of health.

For the present, his office is at the south-east room in the basement of the City Hall building.

It will be his duty, within a reasonable time after the distribution of this notice, to enter into and examine every building in the city, and his further duty to put in force the law in every case in which he shall find a violation of it.

For this work to be effective it must be thorough. The negligence of one may render in vain the faithfulness of many. To guard against this, all persons who may be aware of the existance of nuisances upon the premises of others, are requested without delay, to give information to the Health Officer.

With such co-operation on the part of the people as the laws contemplate and enjoin, the Board of Health, pledging themselves to the discharge of all their duties, feel assured that our city will be made thoroughly clean, and that the purification will be followed by safety.

On behalf of and by order of the Board of Aldermen, acting as the Board of Health.

JOHN H. PERRY, *Mayor.*

CITY OF NEW BEDFORD,
OFFICE OF THE BOARD OF HEALTH, August 17th, 1866.

To all Masters and Pilots of vessels entering the port of New Bedford:

In order that the quarantine laws and regulations of the State and City may be effectually enforced, you are hereby requested, in case any vessel under your charge has been at or has come from a port where the cholera or any other distemper reputed infectious prevails that may endanger the public health, or in case any one is sick or has recently died of such distemper on board such vessel, not to allow such vessel to approach nearer to the City than the Quarantine Ground, but to anchor her there, and immediately report the facts in the case to the Port Physician.

Annexed you will find a description of the quarantine Ground established by the City: the name of the Port Physician; and extracts bearing upon the subject, from the laws of the State and the ordinances of the City, to which your attention is respectfully called.

Per order of the Board of Health.

JOHN H. PERRY, Mayor of the City,
and Chairman of the Board of Health.

[Extracts from the Laws of the Commonwealth.]

"The Board of Health in each seaport town may at all times cause a vessel arriving in such port, when such vessel or the cargo thereof is in its opinion foul or infected so as to endanger the public health, to be removed to the Quarantine ground and thoroughly purified at the expense of the owners, consignees or persons in possession of the same; and may cause all persons arriving or going on board of such vessel, or handling the cargo, to be removed to any hospital under the care of the Board, there to remain under their orders."

"If any master, seaman or passenger, belonging to a vessel on board of which any infection then is or has lately been, or is suspected to have been, or which has been at or has come from a port where any infectious distemper prevails that may endanger the public health, refuses to make answer on oath to such questions as may be asked him relating to such infection or distemper by the Board of Health of the town to which such vessel may come (which oath any member of the Board may administer,) such master, seaman or passenger shall forfeit a sum not exceeding two hundred dollars; and if not able to pay said sum he shall suffer six months' imprisonment."—*General Statutes, chap.* 26, *sects.* 37, 38.

[Extracts from the Ordinances of the City of New Bedford.]

"A quarantine shall be had of all vessels, their officers and crews, passengers and cargoes, that come within the harbor of New Bedford, on board of which any person shall have died or been sick of any contagious, infectious or malignant disease, during the passage to New Bedford, or which are foul and infected after their arrival, or which are from or have brought their present cargo, or any part thereof, from any port or place where any infectious, contagious or malignant disease prevails or has recently prevailed."

[*City Ordinances, chap.* 28, *sect.* 1.

QUARANTINE GROUND.

The quarantine ground established by the City of New Bedford is near the Egg Islands and is bounded as follows:

"Butler's Flat on the South; east shore of Clark's Point on the West; the Eleven Foot Bank on the North; and the Egg Islands on the East."

Doctor Charles L. Swasey is the Port Physician of the city; his office is at 95½ Middle Street, and his residence at 51 Kempton Street.

City of New Bedford,
Health Office, ——— 1866.

To ———.

You being the owner of land and premises situated upon ———, in said New Bedford, upon which exists a nuisance and source of filth, which said nuisance and source of filth exist and is contained in a ———.

I hereby order you to remove at your own expense said nuisance and source of filth within ——— from the time of the service of this notice upon you.

This notice is given you in accordance with the provision of the General Statutes chapter 26, seciton 8.

Health Officer of the City of New Bedford.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of City Hall, ———, 186 .

To ———,

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon —— street, at No. —, and occupied by ———, that there exists a nuisance dangerous to the public health,————————.

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must be forthwith abated, and I hereby order you to remove such nuisance within ——— after service of this notice upon you, under the penalties provided in the 26th chapter of the General Statutes, section 8.

————————.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of the City Hall, ———, 186 .

To ———,

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon —— street, at No. —, and occupied by ———, there exists a nuisance dangerous to the public health ————————,

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must forthwith be abated ———

Health Officer.

IN BOARD OF ALDERMEN, Jan. 5, 1867.

Received and, with the accompanying documents, ordered to be printed.

HENRY T. LEONARD, City Clerk.

CLERK'S OFFICE,

City of New Bedford, March, 1867.

To Persons having Claims against the City.

It is very desirable that persons furnishing materials or service for the city, should carefully note the name of the individual ordering the same, and inquire to what department the charge shall be made.

When there are charges belonging to different departments, separate bills must be made, including only charges belonging to each department. What these are may be readily seen by reference to the foregoing accounts.

Every bill should specify what the article or articles were for, and when for labor, where and when it was performed.

The claimant should have his bill approved by the person authorizing the charge, and then presented to the City Clerk.

All bills thus prepared and presented to the City Clerk, at or before 12 o'clock M. of the Saturday previous to the meeting of the Committee on Accounts, will be laid before said Committee at their next meeting.

No bill or account against the city will be acted on by the Committee on Accounts, unless it shall have been prepared and delivered in accordance with the foregoing regulations.

Bills allowed by the Committee on Accounts will be payable at the Treasurer's office on the Thursday following the meeting at which they were passed.

Meetings of the Committee on Accounts will be held in the afternoon of the first Tuesday in every month at 2 1-2 o clock.

HENRY T. LEONARD, City Clerk.

CITY DOCUMENTS.

MAYOR'S ADDRESS

TO THE

CITY COUNCIL;

CITY GOVERNMENT;

AND

REPORTS OF COMMITTEES,

COMPRISING

THE FINANCE, ENGINEERS' OF THE FIRE DEPARTMENT, OVERSEERS' OF POOR, CITY MARSHAL'S, CAPTAIN OF THE CITY WATCH, FREE PUBLIC LIBRARY, SCHOOL, WATER, AND HEALTH OFFICER.

FOR THE YEAR 1867-8.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

1868—CITY DOCUMENT No. 1.

INAUGURAL ADDRESS

OF

ANDREW G. PIERCE,

MAYOR,

TO THE

CITY COUNCIL OF NEW BEDFORD,

DELIVERED BEFORE THE

TWO BRANCHES IN CONVENTION,

January 6, 1868.

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

ADDRESS.

Gentlemen of the City Council:

We have been called by the decisive voice of our fellow citizens to the charge of the municipal affairs of our city. To us have been committed its interests for the ensuing year. Had I consulted my own feelings, some other person than myself would have occupied my present position; and I must confess to some want of confidence in my ability to discharge the duties of a place which has been well filled by so many able predecessors.

In assuming, gentlemen, the duties and responsibilities devolved upon us by the confidence of the people, let us trust for guidance in Him who rules supreme over men and governments, and having taken the required oath, approach our duties, sensible of its solemn obligations, with the full purpose to discharge them according to our ability and as we deem for the best interests of all our citizens.

The year just closed has been one of moderate prosperity in our community, and the responsibil-

ity, so far as the advancing of its several interests depends upon the management of the affairs of the city, is upon us for the ensuing year. It will be our duty so to conduct those affairs, as not only to foster our present home industries, but to encourage the investment of capital in new enterprises.

We are commencing a year which, judging from the present unsatisfactory condition of business, forebodes a depression in the active interests of the country, which will have its influence on our community, and will call upon us for an unusual exercise of prudence and economy in all our appropriations and expenditures, so that the burden of taxation, always heavy, may this year weigh as lightly as possible upon all. I would not be understood as advising a niggardly economy which would debar the moderate expenditure of to-day to save a large outlay in the future; but what I do recommend is, that *all* improvements, however much to be desired, but not absolutely imperative, requiring the creation of a permanent city debt to be contracted in the present state of our currency, should be postponed until a paper dollar shall approximate more nearly the value of a coin dollar.

As is customary on similar occasions, I shall briefly allude to some of the subjects which will demand your attention the present year, reserving to myself the privilege of further recommendations when I shall have become more familiar with the

duties pertaining to the executive officer of the city.

FINANCIAL.

The Collection of Taxes.

It is gratifying to know that there has been the past year the same promptness on the part of the inhabitants of our city in the payment of taxes as for several years previous. The statement of the Collector of Taxes is:

The assessment of 1867 was	$328,421.25
Of this sum there has been collected	319,892.75
Leaving uncollected	$8,528.50

Two and two-thirds per cent. only of the tax bills, the smallest balance of uncollected taxes for one year reported for many years.

The Collector's statement of his receipts is as follows:

Paid State Treasurer,	$98,850.00
Paid County Treasurer,	20,434.95
Paid City Treasurer,	184,160.46
Discount for prompt pay,	15,727.05
Remittances by Assessors,	720.29
	$319,892.75

From this statement it is seen, that of the sum of about *three hundred and three thousand dollars* received by the Collector, nearly *one hundred and*

twenty thousand dollars have been paid into the State and County treasuries.

Unusual success has attended the unceasing efforts to collect the unpaid taxes of previous years. Of the sum of $9,848.28 at this time last year remaining unpaid of the tax of 1866, there has been paid $7,306.52. Of the outstanding amounts of previous years there have been collected $1,-264.12.

It is a noticeable and encouraging fact that in both the years 1866 and 1867, *the whole amount of taxes collected has exceeded the amount assessed for these years respectively.*

Appropriations.

The appropriations for the year 1867–8 will, it is believed, fully meet the demands of the several departments. Although it is possible that in some of the items there may be a small deficiency, it is believed that in the aggregate all the necessary outlays can be met without any additional credits.

Special Appropriations.

During the past year the City Council have made special appropriations as follows:

Campbell street sewer,	$1,500
Rural Cemetery,	6,500
Oak Grove Cemetery,	3,000
	$11,000

There was in the year 1866 a deficiency in the Water Works appropriations of five thousand dollars, which it would be well to include in the arrangement which must shortly be made for an additional appropriation for this undertaking. Towards the liquidation of this amount of eleven thousand dollars the Treasurer makes it to appear that the sum of $6,686.33 is available, and that you will be called upon to include the sum of $4,313.67 in the general appropriation order.

City Debt.

Independent of the water debt, the bonds of the city now outstanding amount to $329,000; nineteen thousand and fifty dollars having been paid during the year. Our war debt, about $170,000, is included in this. This part of the public debt bears an interest of 5 1-4 per centum per annum. The amount is $113,200 less than when at its maximum. The last of these bonds mature Oct. 1st, 1884.

There has been another issue of water bonds the past year of one hundred thousand dollars; making the whole amount issued for the purposes of the Water Works, $200,000, bearing interest at six per cent.

The first falls due Oct. 1st, 1885, and the last Oct. 1st, 1894, $20,000 being payable every year.

No part of this debt is payable until the ordinary city debt shall be paid in full.

It will be seen that the whole amount of the city's indebtedness is $529,000, represented by coupon bonds, with an average interest of 5 47-100 per cent.

The city has no temporary debt. As further loans will be required the present year for the Water Works, I would recommend that, in arranging the time for the maturity of the bonds, the same course should be pursued in fixing the amount to mature in any one year.

It gives confidence to the holders of our obligations to know that they will be met at maturity, and they will be met without renewal, if the annual payments are fixed at an amount that can be without inconvenience included in our annual appropriations.

State Aid Advances.

The Commonwealth of Massachusetts stands charged upon our books, with advances made under the State Aid laws, $10,646.05. Of this sum, $9,496.31 is for payments made for the year 1867, and the balance, $1,149.74, is the aggregate of unsettled balances of former years, nearly the whole amount of which will finally be paid to us.

No town or city of the Commonwealth can, in the matter of the State aid advances, exhibit a

more desirable record than New Bedford. The operation has extended over a period of seven years; monthly payments have been made, to or for, about two thousand beneficiaries; $155,000 have been disbursed; and yet, while the sum which will ultimately remain unpaid will be but an insignificant percentage upon the whole, no appeal has ever been, in a single case, made from the decision of our authorities to the Board of Appeal in Boston.

To be found thus faithful to the city, the State, and the State's beneficiaries, exhibits a degree of careful and enlightened management, creditable to our municipality, and to those who by the direction of the city government have been charged with this important duty. It should be borne in mind that this operation has not been without cost to our city.

The loss of interest arising out of the delay on the part of the Commonwealth to reimburse our advances, the extra labor which at times has been called for, and the inevitable balances of each year's operations remaining unpaid, make a large aggregate, and will, it is thought, amount to nearly $10,000. This large sum must be included in any estimate which may be made of New Bedford's contributions to the preservation and sustaining of our national government.

THE INTRODUCTION OF WATER

Into the city is the most important work in which our Municipal Corporation has been engaged. The large outlay attending it, and the great advantages hoped to be derived from it, necessarily make it a subject of general interest in our community. The expediency and wisdom of this enterprise it is now too late to consider. The city is fully committed to the work, not only by the sanction of the popular vote of the citizens and of successive city councils, but by the expenditure of large sums of money. From the commencement, I have ever been an earnest advocate of the introduction of water, and believe that when it shall have been distributed and the citizens have had an opportunity to experience its benefits at their homes and in the various business undertakings requiring its use, its bitterest opponents will be the least willing to return to their old mode of supply.

The rapid filling up of the storing reservoir, after the gates at the same were closed, attests the wisdom of those who selected the source of supply, and fully corroborates their statement that this supply of water would be abundantly ample for the present and future wants of the city.

The report of the Commissioners shows an actual cash disbursement, up to the present date, of $127,387.44.

Contracts are already made which will call for an expenditure of $284,814.83; and in addition, there will be required for engine house, duplicate engine, land damages and incidentals, the estimated sum of $76,000.

The original estimate made by the Engineers and the Board of Water Commissioners placed the total probable cost of the work, with ten miles of distribution, at $500,000. Although the increased price of labor and materials has added somewhat to the cost of certain portions of the work, yet those in charge of the same are sanguine that the total expenditure will not exceed the amount originally contemplated.

I am satisfied that the execution of the work is in faithful and able hands; that the commissioners have diligently labored to secure thoroughness and durability, with prudence and economy in the expenditure of money, and that they have striven for the expeditious completion of the work. As in all such large undertakings, there has been more delay in forwarding the work than some ardent persons have desired; but from my own personal observation, I believe the delay has not proved detrimental to the city; since the work has been prosecuted with increased faithfulness and at a smaller cost. It is hoped that the present year may witness the introduction of water, for besides the impatience of many of our citizens to avail themselves of the use

of it, the safety of the city in event of a conflagration is dependent upon an increased supply. Were there no other reasons, this necessity for water in the extinguishment of fires should urge forward this work with all prudent rapidity. It will be for you to provide the means for the further prosecution of the work, agreeable to the ordinances of the city.

PUBLIC SCHOOLS.

This subject is one that should secure your faithful consideration, and I call it to your attention with much interest, realizing its great importance. The maintenance of our public schools absorbs a large portion of the annual appropriations; which fact, of itself, demands that they should receive your watchful regard. We cannot overrate their importance, and I bespeak for them your fostering care. So far as my knowledge extends, they have been well regulated and managed, and we have the testimony of both the committee and the superintendent that they are, as a whole, in an unusually prosperous and promising condition. As the financial year has not yet closed and the accounts of the school department have not yet been made up, I am not able to lay before you the amount of its expenditures for the past year. But there have been no unusual outgoes, and the expenses of the department are not likely

to overrun the estimates submitted by the school committee at the beginning of the year. It is highly important that there should be unanimity of action between the city council and the school committee; between those who furnish the funds for the support of the schools and those whose duty it is to distribute and apply them: for these reasons I would suggest whether the interests of this department would not be promoted, if our charter provided that either the Mayor or the President of the Common Council, or both, should be members, ex-officio, of the school committee.

In this connection, I desire to speak on one important point that is likely to be brought forward in the course of your deliberations, with the candor and frankness that it demands. There have been very earnest appeals made by the school committee to several successive city governments, for enlarged and more convenient school accommodations. I do not hesitate to express my belief, founded on personal examination in the premises, that those appeals have been well grounded.

The question seems to my mind to turn upon this point; whether the present time, in view of the general interests of the city, and the highest advantage of the schools themselves, is the best time to respond to that appeal. I have no desire to prejudge the question, or to prejudice any mind against action; but I wish to give candid expres-

sion to thoughts that have had weight in my mind, and that may have influence with some of you. Of course, if the necessities of the schools will not admit of further delay, no question of economy can consistently be urged. But in my judgment, as I have previously intimated, the present year will be a doubtful one, so far as the financial prosperity of the community generally is concerned, and any increase of taxation for extraordinary objects will be severely felt; while by delaying the project a reasonable time, the materials that make up the cost of a building will be obtained for a large percentage less than at present, and thus enable the city at the proper time to erect a far more creditable and useful building than would now be thought practicable and wise. But whatever may be your action, I know you will evince no lack of interest in such vital aids of individual culture and the common weal, as the Public Schools.

STREETS AND HIGHWAYS.

This department (after that for schools) calls for the largest appropriations. In a city like ours, scattered over a large territory, the annual repairs of streets must be considerable.

I find these, as also the roads leading from the city, generally in good order. It will be our duty to keep them fully up to their present condition.

By the recommendation of my worthy predecessor during the past year a stone-crushing machine was procured to prepare stone for macadamizing the streets, which enables the Superintendent at a moderate expense to repair them in a more durable manner than heretofore.

There have been macadamized during the past year ten sections of streets, and I am informed others would have been repaired in this manner but for the anticipated opening of the streets for the water pipes, which it is expected will be put in the present year. During the past year, as an experiment, a small portion of the sidewalks requiring to be flagged have been laid in concrete at a cost of about one-fifth of flagging. This mode having been tried in other cities with much success, I would recommend it to your careful attention. The opening of the streets for the putting in of gas pipes is now done by the employees of the Gas Company, and occasions much trouble and expense to the city. I would recommend that, if possible, an arrangement be made with the Gas Company for the work to be done by men employed by the Superintendent of Streets, and the Gas Company reimburse the city for the actual cost.

STREET LAMPS.

This department is reported to me generally in good order. The number of gas lights is 250.

Number of oil lamps 212. Under the management of the efficient committee for the past two years, the expenses of this department have been considerably reduced, by the substitution in the oil lamps of a cheap burning oil in the place of the high cost oils formerly used. Our streets are now lighted but a portion of the month, and at no time later than 11 o'clock. I would suggest for your consideration as a police measure, that a portion of the lights be left burning to a later hour, and that in determining when to light the lamps more attention be given to the darkness of the night than to the almanac.

FIRE DEPARTMENT.

This department I find is very efficient, and quite equal to meet any emergency. There are, in active service at the present time, four steam fire-engines, one hand engine and one hook and ladder carriage, employing a force of 126 men, and 12 horses. During the year, our city has not suffered by any very serious conflagration, although we have had some threatening outbreaks, which under the old system of hand engines might have proved very disastrous. The want of a sufficient supply of water for the extinguishment of fires in several sections of the city is serious, and should demand your attention; and I would recommend an early conference of the committee of this department

with the Water Commissioners, that the water pipes to be put into the streets may be so laid that the department can at all times obtain a supply of water in the various sections of the city, and thus promote its efficiency. On a like occasion last year, the subject of a fire alarm telegraph was brought to the attention of the City Council by my predecessor. The Board of Engineers are very urgent for its adoption, and I would recommend the subject to your careful consideration.

The horses belonging to this department have so little labor to perform, I would suggest for the consideration of the appropriate committee, whether a portion of them, say those attached to one engine and its hose carriage, cannot daily be employed upon the streets of the city with much benefit to the animals, without detriment to the efficiency of this department and with some considerable economy to the city.

CEMETERIES.

Rural Cemetery was enlarged some two years since, by the purchase of seventy acres. These were surveyed, a plot made and a portion of the ground laid out. When they shall have been improved, agreeably to the plans proposed, this cemetery will compare favorably with those in other cities, and meet a want so much desired by many of our citizens. The past season the work has been vig-

orously prosecuted. Seventeen acres have been cleared; about eight acres are graded and nearly ready for sale. The expenditure thus far has been $29,523.41.

Oak Grove Cemetery was enlarged at the same time by the addition of fourteen acres. During the past season about eight acres have been prepared for sale. The expenditure thus far has been $17,202.86.

The system has been adopted of employing during the winter able-bodied men who apply to the Overseers of the Poor for help, thereby enabling the persons requiring aid to be independent and supply their wants by the work of their own hands.

It will be for you to furnish the means to complete the work projected, if you deem it advisable, looking to the sale of lots to reimburse the city.

I would recommend that the eight acres, in either cemetery, nearly finished, be completed, and that further improvements be suspended for the present.

PUBLIC HEALTH.

It seems almost unnecessary to call your attention to the subject of the public health. I wish however to remind you that freedom from those diseases which find in impure accumulations their origin and support *cannot* be secured, without the most constant and energetic action on the part of the city government. New Bedford is not exempt from

the presence of a class of persons who will not exercise that care in relation to the condition of their houses and inclosures which is demanded by a due regard to their own safety or the safety of the community. This disregard is too common and too dangerous to allow the important subject of the health of the community to rest upon individual responsibility or thoughtfulness. It is our duty to see that the legislative and municipal enactments in relation to the public health are enforced. The laws of the Commonwealth and the ordinances of the city contain all needful provisions on this important subject, and it is your duty to insure their vigorous and impartial administration. I know of no more efficient method of doing this, than that which was inaugurated by my predecessor. It has given much satisfaction to the people, and the success with which its operation has been attended, commends it to your continued support. I desire here to say, that the healthy condition of our city for the last two years, and its freedom from that class of nuisances which, while they include the elements of danger, are principally offensive because of their interference with the daily comfort and convenience of the people, have been mainly owing to the vigilant and discreet discharge of duty on the part of the officer who has been charged with the execution of the laws pertaining to this branch of the public service.

CITY CHARTER AND ORDINANCES.

In the emergency of the permanent disability of the Mayor to perform the duties of the office, or in case of his death, our city charter provides no means whereby the city council may be convened to supply the vacancy. This, with the suggestion previously made that the Mayor or the President of the Common Council shall be members, ex-officio, of the School Committee, I would recommend to your early attention, that, if deemed advisable, the proper steps may be taken to petition the legislature for such amendments to the city charter as may be thought requisite. The city ordinances have not been revised since the year 1859. Subsequent enactments can only be consulted from the records of the City Clerk in the order in which they were passed; and from my own personal experience, I can assure you, that to obtain casual knowledge of the laws of the city from the ordinances as they now are, is attended with much trouble and labor. It would facilitate and render the transaction of the business much more satisfactory to its officers if they were revised. I would commend this subject to your consideration.

FREE PUBLIC LIBRARY.

The efficient administration of the affairs of the Public Library by its managers, calls for but little

action on the part of the city council, beyond the annual appointment of the Trustees at large and providing the annual appropriations.

With the limited amount of funds which has been devoted to the purchase of books from the yearly appropriations, after the payment of the necessary expenses, aided by the donations, many of them of great value, there have been gathered more than twenty thousand volumes of books, in almost every branch of knowledge, with an intrinsic value rarely excelled in a collection of like extent. The new catalogue, now in the hands of the printer for publication, will give you a better knowledge of its contents and its value, and greatly increase its usefulness.

The annual report of the Trustees will be before you, from which you will learn all the necessary details in relation to its condition and management. The *first* Free Public Library to give forth its contents to the public, it has been one of the first in the vigor of its growth and the success of its administration; and while bearing testimony to an enlightened and faithful management of its affairs, by which this gratifying result has been attained, I should do injustice to my own feelings and to the invaluable services of the gentleman who has always been its librarian, did I not recognize his zeal and talents as among the most efficient agencies of its

usefulness and prosperity. I commend the institution to your regard and liberal action.

RECORDS OF THE REBELLION.

In accordance with a law of the Commonwealth, a record containing the names of all the soldiers and sailors, who enlisted in the quota of New Bedford, during the war of the rebellion, has been prepared by the City Clerk, assisted by some of the clerks in the office of the Adjutant General.

The war records of the City, State, and Nation, have been carefully examined in the compilation, and although perfect correctness never can be attained in such undertakings, it is believed that no work of the kind has been prepared by any town or city in our State that surpasses it in the extent or the accuracy of its information.

The history of New Bedford in the war, is far from being finished by the completion of this record. More than this is required, not only that justice may be done to our brave volunteers in the army and navy, but to the untiring, self-sacrificing patriotism of the men, women and children of our city, and their heart-felt, never-failing gratitude to those who fought our battles, gave victory to our standard, and peace to our country. A work having in view such an account of New Bedford in the "war,"

is now in the course of preparation by one of the officers of the city, whose position during the contest was such as to give him a favorable opportunity for the accumulation of the materials for such a compilation.

It was undertaken at the request of the Military Committee of the Council, and it is to be hoped that the work will receive from you such encouragement and support as will insure its early completion and publication. But allow me in this connection to remind you, that not alone in recorded memories, or by the monument that adorns and consecrates yonder inclosure, should you show your appreciation for services nobly performed, and sacrifices heroically endured. We have among us those who have borne the hardships of the camp, the dangers of the sea, and the privations of the prison-pen. They have returned to us with shattered health and bodies. Let us in the distribution of any offices that they can fill, give them a large share of our preference, and thereby feebly repay in part the debt of gratitude we owe.

GENTLEMEN:

I have thus briefly alluded to a portion of the topics that will claim your attention the present year. The details of the government will devolve upon you, acting through your several committees.

It will require some sacrifice of your time, but I trust the energy and ability that you will bring to this, will result to the honor and prosperity of our city; and, if so, this will be an ample reward for all your labor.

1868—CITY DOCUMENT No. 2.

GOVERNMENT

OF THE

CITY OF NEW BEDFORD.

1868.

MAYOR.

ANDREW G. PIERCE.

ALDERMEN.

Ward 1—JOSEPH H. CORNELL.
Ward 2—ELLIS PERRY.
Ward 3—ELIJAH H. CHISHOLM.
Ward 4—GEORGE H. DUNBAR.
Ward 5—JOHN B. BAYLIES.
Ward 6—SAMUEL LEONARD, JR.

CITY CLERK.

HENRY T. LEONARD.

TREASURER AND COLLECTOR.

JAMES B. CONGDON.

COMMON COUNCIL.

HORATIO HATHAWAY, *President.*

Ward One.

CHARLES M. PIERCE, JR., HENRY C. HAZARD,
GEORGE H. CLARK, JOSHUA B. BOWMAN.

Ward Two.

JOB L. SHAW, LORENZO D. DAVIS,
JOHN N. BULLARD, ABNER SHERMAN.

Ward Three.

WILLIAM T. SMITH, JOHN H. MACKIE,
CHARLES S. PAISLER, PHINEAS WHITE, JR.

Ward Four.

EDWARD H. ALLEN, JAMES C. HITCH,
SIMEON DOANE, JOHN W. MACOMBER.

Ward Five.

HORATIO HATHAWAY, HUMPHREY A. GIFFORD, JR.,
WILLIAM GORDON, JR., FREDERICK S. GIFFORD.

Ward Six.

JOSIAH W. BONNEY, THOMAS B. TRIPP,
SAMUEL C. HART, MAURICE WALSH.

CLERK OF THE COMMON COUNCIL.

WILLIAM A. CHURCH.

CITY MESSENGER.

WILLIAM H. WATKINS.

ASSESSORS.

EZRA K. DELANO, DAVID B. WILLCOX,
WILLIAM TALLMAN, JR.

ASSISTANT ASSESSORS.

Ward 1 — RUFUS W. WHITE.
Ward 2 — JOHN BRYANT.
Ward 3 — AMASA BULLARD.
Ward 4 — BENJAMIN RUSSELL.
Ward 5 — ABRAHAM RUSSELL.
Ward 6 — HENRY HOLCOMB.

SCHOOL COMMITTEE.

Ward One.

JONES ROBINSON,
JOSHUA W. FROST,
JOSEPH H. CORNELL.

Ward Two.

IVORY S. CORNISH,
BENJAMIN S. BATCHELOR,
JAMES M. LAWTON.

Ward Three.

WILLIAM R. CHISHOLM,
HORATIO A. KEMPTON,
CHARLES L. SWASEY.

Ward Four.

HIRAM WEBB,
HENRY B. CLARK,
CHARLES B. H. FESSENDEN,

Ward Five.

GEORGE HOWLAND, JR.,
CHARLES T. BONNEY,
HUMPHREY S. KIRBY.

Ward Six.

AUSTIN S. CUSHMAN,
BARTHOLOMEW OTHEMAN, JR,
PARDON DEVOLL.

OVERSEERS OF THE POOR.

Ward 1 — AMBROSE E. LUCE.
Ward 2 — SILAS ALDEN.
Ward 3 — WILLIAM H. JENNEY.
Ward 4 — SHEARJASHUB T. VIALL.
Ward 5 — ALANSON WILLISTON.
Ward 6 — SETH K. AKIN.

ENGINEERS OF THE FIRE DEPARTMENT.

TILLINGHAST P. TOMPKINS, Chief Engineer.
JOHN MATHEWS, First Assistant.
MOSES H. BLISS, Second Assistant.
HENRY H. FISHER, Third Assistant.
FREDERICK MACY, Fourth Assistant.

TRUSTEES OF THE FREE PUBLIC LIBRARY.

ANDREW G. PIERCE, (Mayor,) President *ex officio.*
HORATIO HATHAWAY, President of the Common Council.
GEORGE H. DUNBAR, Chairman Committee on Public Instruction.
JAMES B. CONGDON.
GEORGE HOWLAND, JR.
WARREN LADD.

WATER BOARD. — COMMISSIONERS.

WILLIAM W. CRAPO, Chairman.
WARREN LADD.
DAVID B. KEMPTON.
JAMES B. CONGDON, Clerk.
GEORGE A. BRIGGS, Engineer.
(Office in Library Building.)

WARDENS.

Ward 1 — CHARLES M. PIERCE, JR.
Ward 2 — GEORGE W. PAINE.
Ward 3 — J. AUGUSTUS BROWNELL.
Ward 4 — THOMAS M. DENHAM.
Ward 5 — WILLIAM COOK.
Ward 6 — ALBERT G. STANTON.

WARD CLERKS.

Ward 1 — ISAAC R. CASE.
Ward 2 — GEORGE PERRY.
Ward 3 — CHARLES H. LAWTON.
Ward 4 — WILLIAM K. TALLMAN.
Ward 5 — JAMES H. C. RICHMOND.
Ward 6 — PELEG PEASE.

INSPECTORS OF ELECTIONS.

Ward One.
BENJAMIN H. ARNOLD,
STAFFORD I. SWEET,
GEORGE P. MACOMBER.

Ward Two.
JOHN L. GIBBS,
NICHOLAS E. HOWLAND,
JAMES E. CHILDS.

Ward Three.
GEORGE W. ALLEN,
WILLIAM A. SEARELL,
PHILIP E. COLBY.

Ward Four.
HENRY A. TABER,
NEWTON F. BARROWS,
EDWARD T. CHAPMAN,

Ward Five.
CHARLES W. CLIFFORD,
ALBERT B. RUSSELL,
FRANK H. KEMPTON.

Ward Six.
WILLIAM W. BONNEY,
JOHN F. FULLER,
CHARLES H. HOWLAND.

CITY MARSHAL.

OLIVER M. BROWNELL.

ASSISTANT MARSHALS.

1st — GEORGE R. HURLBUT, and Officer of the Night Police.
2d — LUTHER M. DAYTON.
3d — LEMUEL C. WILBOR.
4th — LORENZO D. J. SEARS.
5th — SAMUEL C. PERRY.
6th — DANIEL P. CUNNINGHAM.

QUARANTINE PHYSICIAN.

CHARLES L. SWASEY. Office No. 93½ Middle Street.

HEALTH OFFICER.

TIMOTHY D. COOK.
Office in Basement of City Hall Building. Entrance S. E. Corner.

STANDING COMMITTEES OF THE BOARD OF ALDERMEN.

On Police—The Mayor, and Aldermen Dunbar and Baylies.

On Licenses—Aldermen Baylies, Dunbar and Chisholm.

On Laying Out and Widening Streets—The Mayor, and Aldermen Dunbar and Leonard.

On Enrolments—Aldermen Leonard and Cornell.

JOINT STANDING COMMITTEES OF THE CITY COUNCIL.

On Finance—The Mayor, President of the Common Council, and Councilmen Peirce, Shaw, Smith, Macomber and Bonney.

On Accounts—Aldermen Baylies and Leonard, and Councilmen Allen, Peirce and Hitch.

On Public Property—Aldermen Chisholm and Perry, and Councilmen Gordon, Hazard and Hitch.

On Public Instruction—Aldermen Dunbar and Baylies, and Councilmen Mackie, Bullard and White.

On Lighting Streets—Aldermen Leonard and Cornell, and Councilmen Davis, Clark and White.

On Roads, Bridges, Main Drains, and Common Sewers—Aldermen Dunbar and Leonard, and Councilmen Bonney, Paisler and Walsh.

On Fire Department—Aldermen Cornell and Perry, and Councilmen Hart, Smith and Doane.

On Burial Grounds—Aldermen Chisholm and Perry, and Councilmen Paisler, H. A. Gifford, Jr., and Sherman.

On Alms House and Poor—Aldermen Perry and Cornell, and Councilmen Shaw, F. S. Gifford and Tripp.

On Printing—Alderman Cornell, and Councilmen F. S. Gifford and Bowman.

STANDING COMMITTEES OF THE COMMON COUNCIL.

On Elections and Returns—Councilmen Hart, H. A. Gifford, Jr., and Walsh.

On Bills in the Second Reading—Councilmen Allen, Clark and Doane.

On Enrolled Ordinances and Resolutions—Councilmen Bullard, Mackie and Tripp.

JOINT SPECIAL COMMITTEES.

On Water—The Mayor, and Aldermen Dunbar and Chisholm, the President of the Common Council, and Councilmen Gordon and Macomber.

On Erection of Wooden Buildings in the Fire District—Aldermen Perry and Leonard, and Councilmen Davis, Hazard and Bowman.

1868—CITY DOCUMENT No. 3.

REPORT

OF THE

COMMITTEE ON FINANCE.

City of New Bedford,

In Committee March 14, 1868.

The Committee on Finance, in compliance with the ordinances, herewith present to the City Council a statement of the receipts and expenditures for the financial year ending March 1st, 1868, by which it appears that the whole amount of receipts into the treasury, including balance on hand March 1st, 1867, have been four hundred and twenty-six thousand eight hundred and sixty and $\frac{55}{100}$ dollars, ($426,860.55); that the expenditures have been three hundred and eighty-nine thousand seven hundred and thirty-four $\frac{34}{100}$ dollars, ($389,734.34); leaving a balance in the treasury March 1st, 1868, of thirty-seven thousand one hundred and twenty-six and $\frac{21}{100}$ dollars ($37,126.21.)

The receipts into the treasury have been:

From balance of last year,	$40,934.01
Collector of Taxes,	192,360.57
Liquor Agency,	14.085.00
Poor Department,	6,130.46
Highway Department,	1.083.87
Real Estate Tax account,	665.49
Temporary Loan,	15,000.00
Rural Cemetery,	2,632.07
Oak Grove Cemetery,	1,377.47
Light Department,	18.50
Fire Department,	1,662.29
School Department,	1,122.89
Trustees of Free Public Library,	169.00
Unappropriated Taxes,	6,055.96
Campbell Street Sewer,	699.97
Water Works,	100,711.48
Commonwealth of Massachusetts,	10,038.00
Appropriation, 1867,	27,000.00
Incidental Expenses,	5,113.52
	$426,860.55

The expenditures have been:

The Water Works,	$90,134.85
Public Schools,	56,598.94
Public Debt,	43,341.50
Support of the Poor,	30,074.47
Highways and Streets,	29,879.14
Fire Department,	20,485.17
Watch,	16,776.39
Salaries,	15,330.00
Temporary Loan,	15,000.00
Incidental Expenses,	18,139.55
Liquor Agency,	13,927.77
Rural Cemetery,	9,713.44
Commonwealth of Massachusetts,	7,652.91
Lighting the Streets,	7,410.91
Soldier and Sailors' Monument,	3,999.65
Oak Grove Cemetery,	3,472.82
Free Public Library,	2,988.43
Repairs of Public Buildings,	2,580.35
Campbell Street Sewer,	1,399.96
City Common,	600.00
Real Estate Tax account,	228.09
	$389,734.34

Amount of Bonds outstanding March 1, 1867,	$448,050.00
Amount paid Oct. 1, 1867,	19,050.00
Amount outstanding Oct. 1, 1867,	$429,000.00
Add Water Bonds issued in 1867,	100,000.00
Amount of City Debt the present time,	$529,000.00

Herewith are presented the reports of the Sub-Committees appointed to examine the accounts of the City Clerk, and Treasurer and Collector of Taxes, and to prepare a schedule of the City property.

For the Committee,

HORATIO HATHAWAY,

Chairman *pro tem.*

IN COMMON COUNCIL 3d mo. 16, 1868.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

IN BOARD OF ALDERMEN, 3d mo. 19, 1868.

Concurred.

HENRY T. LEONARD, City Clerk.

CITY OF NEW BEDFORD,

Collector's Office, March 1, 1868.

To the City Council of the City of New Bedford:

GENTLEMEN: Annexed you will find my report for the financial year ending this date, sent to you in accordance with the provisions of the City Ordinance.

With much respect,

J. B. CONGDON, Collector of Taxes.

Statement of the Collector of Taxes.

FINANCIAL YEARS.	UNPAID March 1, 1867.	PAID and remitted.	UNPAID March 1, 1868.
1850 to 1858 inclusive.	$14,700.86	$57.30	$14,643.56
1859,	3,304.74	163.42	3,141.32
1860,	4,120.66	227.20	3,893.46
1861,	4,561.42	230.20	4,331.22
1862,	4,103.87	195.43	3,908.44
1863,	3,957.65	270.35	3,687.30
1864,	2,457.88	74.60	2,383.28
1865,	3,004.68	559.00	2,445.68
1866,	8,279.01	5,860.85	2.418.16
	$48,490.77	$7,638.35	$40,852.42

TAXES OF 1867.

Tax Bills,			$328,421.25
State Tax,		$98,850.00	
County Tax,		20,434.95	
City Tax,		200,000.00	
Overlay,		9,136.30	
			328.421.25

PAYMENTS.

State,	$98,850.00		
County,	20,434.95		
		$119,284.95	
City,		185,179.70	
		$304,464.65	
Discount for prompt pay,	$15,727.05		
Remittances,	724.64		
		16,451.69	
		$320,916.34	
Balance unpaid,		7,504.91	328,421.25

The balance unpaid of the taxes of 1867 is seven hundred and seventy-four 10-100 dollars less than the balance unpaid of the taxes of 1866 at the same period last year; and my last year's report will show that *that* was the smallest known for many years.

The whole amount of taxes paid the past year exceeds the assessments of the year by the sum of one hundred and thirty-three 44-100 dollars; the amount collected upon the old taxes being greater than the balance remaining unpaid of the new.

JAMES B. CONGDON, Collector of Taxes.

CITY OF NEW BEDFORD, March 1, 1868.

CITY OF NEW BEDFORD,

Treasurer's Office, March 1, 1868.

To the City Council of the City of New Bedford:

GENTLEMEN: I present to you, annexed, my account of the operations of the City Treasury for the financial year ending this day. I also annex my statement of balances, and of the amount and character of the permanent City Debt.

With much regard,

JAMES B. CONGDON,

City Treasurer.

Statement of the City Treasurer.

The receipts into the City Treasury for the financial year ending March 1, 1868, are as follows:

Balance in Treasury March 1, 1867,			$40,934.01

RECEIPTS.

Paid by the Collector of Taxes.			
1859,		$102.74	
1860,		124.70	
1861,		119.20	
1862,		149.98	
1863,		225.50	
1864,		66.20	
1865,		555.40	
1866,		5,837.15	
1867,		185,179.70	$192,360.57
Liquor Agency.			
Of Agent,			14,085.00
Poor Department—of sundry towns.			
Dartmouth,	$400.95		
Yarmouth,	88.28		
Uxbridge,	45.04		
Fairhaven,	50.11		
Fall River,	42.22		
Edgartown,	54.00		
Acushnet,	53.09		
Sandwich,	101.48		
Lowell,	45.44		
Taunton,	61.27		
Plymouth,	80.34		
Mattapoisett,	70.93	1,093.15	
Of Overseers,		2,095.94	
Of Superintendent of Alms House,		1,779.03	
Of State Treasurer,		529.54	
Of Fire Department,		436.40	
Of Highways,		196.40	6,130.46
Highway Department.			
Of Bridge Company, stone,		155.75	
Superintendent, sales,		193.11	
Sundry persons, dirt,		9.52	
J. Swift,		5.25	
N. Moulton,		14.00	
Charles H. Leonard, stone,		119.20	
B. Gage,		6.90	
J. Richmond,		3.25	
W. T. Rotch,		5.00	
E. H. Wakefield, flagging,		11.50	
E. Mansfield,		1.25	
J. Bourne, Jr.,		3.50	
Bridge,		13.50	
Poor Department,		150.95	
School Department,		14.00	
Repairs Public Buildings,		318.00	
E. L. Barney,		18.22	
Matthew Howland,		3.00	
Flour Mill,		3.50	

Highway Department.		
Of T. S. Tillinghast,	3.00	
Fire Department,	24.35	
S. Thomas,	1.50	
Sundry errors in audited bills.	5.62	1,083.87
Real Estate Tax account.		
Of sundry persons for taxes and costs upon estates sold for taxes.		
Hannah C. Mins, 1862,	6.64	
George W. Davis, 1863,	12.45	
E. D. Howland, 1863,	12.45	
Henry Cannon, 1865,	26.36	
G. R. Taber, 1865,	13.08	
Philip Read, 1863,	28.35	
Philip Read, 1864,	36.92	
John Kehew, 1865,	39.00	
James H. Tripp, 1864,	8.75	
E. L. Coggeshall, 1864,	36.92	
Sylvia A. Coggeshall, 1865,	64.99	
S. A. Keys, 1865,	16.49	
Thomas Croacher, 1865,	26.85	
Leonard Taber, 1863,	12.45	
I. S. Perry, 1865,	7.87	
Stephen Andrews, 1863,	44.22	
Stephen Andrews, 1864,	61.50	
Warren Ashley, 1866,	13.81	
James Tripp, Jr., 1864,	17.55	
Amasa Bullard, 1866,	44.58	
Perry Young, 1863,	7.78	
Sylvia A. Coggeshall, 1865,	59.74	
Wellington Bucklin, 1864,	66.74	665.49
Temporary Loan.		
Borrowed,		15,000.00
Rural Cemetery.		
Of Superintendent, sale lots.	1,110.00	
Of Overseer, sale stone,	1,162.07	
Of Poor Department,	360.00	2,632.07
Oak Grove Cemetery.		
Of Superintendent, sale lots,	700.00	
Sale of house,	345.00	
Sale of buildings,	44.50	
Sale of stone,	54.75	
Sale of oxen,	233.22	1,377.47
Light Department.		
Of A. S. Russell, damage,		18.50
Fire Department.		
Sale engine No. 5,	1,050.00	
Sale hose,	505.75	
From Poor Department,	106.54	1,662.29
School Department.		
Of A. Gleason, rent of hall,	36.00	
Bill of gas, refunded,	.38	
For tuition,	66.75	
For duplicate bill,	2.00	
From State, income of School Fund,	1,017.76	1,122.89
Trustees Free Public Library.		
Income of Funds,		169.00
Unappropriated taxes.		
Balance of the city's share of the State Corporation Tax,		6,055.96

Memorandum. Amount received from the State Treasurer.		
For our proportion of the State Corporation Tax,	33,058.96	
Applied to general appropriations for the year 1867,	27,000.00	
Balance as above,	6,055.96	33,058.96
Campbell Street Sewer. Received of abutters as per the assessment made by the Mayor and Aldermen.		
J. L. Shaw,	34.28	
T. B. White,	29.81	
W. D. Swan,	31.96	
C. B. Waite,	32.96	
Edward Gardner,	18.88	
S. A. Howland,	160.36	
J. D. Hall,	22.78	
J. B. Hadley,	205.44	
N. Stetson,	25.71	
Edward Cannon,	60.54	
Mrs. J. L. Henry,	29.19	
Lydia Russell,	24.95	
James Coggeshall,	23.11	699.97
Water Works.		
For sale of bonds,	100,000.00	
For sale of old mill,	125.00	
Of engineer, surveying,	182.27	
For sale of hay,	20.00	
For sale of stone,	25.00	
For sale of barn,	30.00	
For rent,	15.00	
For sale of old house and barn,	152.59	
For sale of horse,	32.50	
For sale of sundry articles of wood, &c., by Wilson,	129.12	100,711.48
Commonwealth of Massachusetts.		
Sundry allowances not paid out,	38.00	
Of State Treasurer, on account of State Aid advances,	10,000.00	10,038.00
Appropriations of 1867.		
A part of the State Corporation tax,		27,000.00
[See memorandum under the head of Unappropriated Taxes.]		

INCIDENTAL EXPENSES.

Rents.			
Market,	$596.00		
Police Court-room,	250.00		
City Hall,	483.51	$1,329.51	
Police Court.			
Fees and Fines,		1,153.25	
Licenses.			
Of City Marshal,	155.00		
Of City Clerk,	38.00	193.00	
Fees of City Marshal,		18.77	
Discount upon bonds and coupons paid in advance,		485.18	
Of Town of Acushnet, refunded tax paid 1866,		136.17	
Interest on Water Bonds, received in advance,		590.80	
Of State Lunatic Hospital for overcharge,		62.68	
Error in audit,		2.50	
Of State Treasurer, armory rent refunded,		762.50	
Paid into the treasury by the Collector of Taxes, interest, &c., received by him,		379.16	5,113.52
Whole amount of receipts,			$426,860.55

PAYMENTS.

The payments from the treasury, all made upon the warrants of the Mayor, have been as follows:

Water Works,	$90,134.85	
Public Schools,	56,598.94	
Public Debt, bonds and coupons,	43,341.50	
Support of the Poor,	30,074.47	
Highways and Streets,	29,879.14	
Fire Department,	20,485.17	
Watch,	16,776.39	
Salaries,	15,330.00	
Temporary Loan,	15,000.00	
Incidental Expenses,	18,139.55	
Liquor Agency,	13,927.77	
Rural Cemetery,	9,713.44	
Commonwealth of Massachusetts,	7,652.91	
Lighting the Streets,	7,410.91	
Soldiers' and Sailors' Monument,	3,999.65	
Oak Grove Cemetery,	3,472.82	
Free Public Library,	2,988.43	
Repairs Public Buildings,	2,580.35	
Campbell Street Sewer,	1,399.96	
Common,	600.00	
Real Estate Tax Account,	228.09	
Whole amount of payments,		$389,734.34
Balance, Cash in Treasury,		37,126.21
		$426,860.55

BALANCES, March 1, 1868.

Dr.

Appropriations, 1867,	$4,820.30	
Appropriations, Special, Water,	5,000.00	
Appropriations, Special, 1867,	2,037.21	
Real Estate Tax Account,	483.71	
Commonwealth of Massachusetts,	10,608.05	
Liquor Agency,	338.60	
Cash,	37,126.21	$60.414.08

Cr.

Rural Cemetery,	$140.54	
Oak Grove Cemetery,	1,830.08	
Water Works,	54,863.89	
George Howland, Jr. Fund,	1,600.00	
Charles W. Morgan Fund,	1,000.00	
Free Public Library,	500.00	
Trustees Free Public Library,	479.57	$60,414.08

JAMES B. CONGDON, City Treasurer.

CITY OF NEW BEDFORD,
Treasurer's Office, March 1, 1868.

CITY DEBT.

Table showing the amount of the Permanent City Debt, including the Water Bonds, with the amount of the Bonds and Coupons due each year, from 1868 to 1894, both inclusive.

YEAR.	BONDS.	COUPONS.	AMOUNT.
1868	$19,850.00	$29,220.00	$49,070.00
1869	21,050.00	28,100.00	49,150.00
1870	22,050.00	26,939.50	48,989.50
1871	18,950.00	25,717.50	44,667.50
1872	13,450.00	24,689.00	38,139.00
1873	14,150.00	23,935.50	38,085.50
1874	16,500.00	23,140.00	39,640.00
1875	15,000.00	22,250.00	37,250.00
1876	15,000.00	21,450.00	36,450.00
1877	25,000.00	20,650.00	45,650,00
1878	20,000.00	19,400.00	39,400.00
1879	20,000.00	18,400.00	38,400.00
1880	22,000.00	17,400.00	39,400.00
1881	20,000.00	16,300.00	36,300.00
1882	20,000.00	15,300.00	35,300.00
1883	20,000.00	14,300.00	34,300.00
1884	26,000.00	13,300.00	39,300.00
1885	20,000.00	12,000.00	32,000.00
1886	20,000.00	10,800.00	30,800.00
1887	20,000.00	9,600.00	29,600.00
1888	20,000.00	8,400,00	28,400.00
1889	20,000.00	7,200.00	27,200.00
1890	20,000.00	6,000.00	26,000.00
1891	20,000.00	4,800.00	24,800.00
1892	20,000.00	3,600.00	23,600.00
1893	20,000.00	2,400.00	22,400.00
1894	20,000.00	1,200.00	21,200.00
	$529,000.00	$426,491.50	$955,491.50

Amount of bonds outstanding March 1, 1867,	$448,050.00
Amount paid October 1, 1867,	19,050.00
Amount outstanding October, 1867,	429,000.00
Add Water Bonds issued 1867,	100,000.00
Whole amount outstanding as above,	$529,000.00
Water Bonds,	$200,000.00
War Bonds,	171,000.00
Other purposes,	158,000.00
	$529,000.00

SUPPORT OF THE POOR.

Paid groceries and provisions at Alms House,	$5,584.69	
Labor and nursing at farm,	1,711.57	
Physician and medicines,	993.74	
Fuel,	5,422.48	
Outside support,	6,293.47	
Repairs of buildings at City Farm,	1,660.19	
Salary of Superintendent of City Farm,	800.00	
Salary of Overseers of the Poor,	900.00	
Dry goods,	1,209.69	
Clothing and cloth,	137.50	
Boots and shoes,	210.42	
Hats and caps,	48.00	
Sewing machine and repairs,	81.00	
Railroad fare and tickets,	72.83	
Chaplain,	100.00	
Carting fuel,	575.50	
Furnishings,	163.44	
Soap,	159.96	
Sperm and whale oil,	33.80	
Grass seed, &c.,	49.25	
Two pairs oxen,	601.00	
Grain and feed,	122.60	
Repairing carts and wagons and shoeing,	276.82	
Repairing harness, new blankets, &c.,	57.40	
Horse rake,	35.50	
Ashes and manure,	321.64	
Hardware and tools,	215.36	
Repairs on steam apparatus and pipes,	177.75	
Castings, grates, and window weights,	68.61	
Cast iron pots,	91.65	
Repairs of stoves, pipes, &c.,	140.25	
Iron and steel,	15.97	
Graves and undertaking,	530.00	
Allowance to Austin E. Ferris, small pox case,	27.70	
Printing and advertising,	48.50	
Books and stationery,	10.24	
Leather and findings,	102.67	
Sawing, splitting, and piling wood,	37.57	
Oil cask,	18.66	
Liquors,	93.10	
Repairing table,	.33	
Refrigerator and chairs,	60.75	
Blacksmith coal,	2.50	
S. Alden, Sec'y, bill sundry items paid,	39.05	
Hack hire,	27.50	
Rope and twine,	11.69	
Glazier's diamond,	6.00	
Sup't of Alms House, sundry items paid by him,	383.81	
Total expenditure,		$29,732.15
Balance transferred to special appropriation, 1867,		1,898.31
		$31,630.46

CREDIT.

3d mo. 28, 1867.	By Appropriation,			$23,000.00	
Rec'd town of	Dartmouth	support of	paupers,	400.95	
" "	Yarmouth,	"	"	88.28	
" "	Uxbridge,	"	"	45.04	
" "	Fairhaven,	"	"	50.11	
" "	Edgartown,	"	"	54.00	
" "	Acushnet,	"	"	53.09	
" "	Sandwich,	"	"	101.48	
" "	Plymouth,	"	"	80.34	
" "	Mattapoisett,	"	"	70.93	
" City of	Fall River,	"	"	42.22	
" "	Lowell,	"	"	45.44	
" "	Taunton,	"	"	61.27	
" Overseers of Poor,		"	"	2,095.94	
" Sup't of Alms House, sales produce, &c.,				1,779.03	
" State Treasurer,				529.54	
" Fire Department, for hay,				436.40	
" Highway Department, for hay,				196.40	
" Transfer from unappropriated tax,				2,500.00	$31,630.46

SUPPORT OF PUBLIC SCHOOLS.

Paid salaries of teachers,	$42,205.56
Books and stationery,	1,477.18
Alterations and repairs of school houses,	2,807.26
Cleaning, sweeping, making fires, &c.,	1,976.43
Repairs of furnaces, stoves, pipes, &c.,	1,300.87
School furniture and repairs of same,	1,937.44
Fuel,	2,341.25
Slate surface for blackboards,	594.46
Expenses of evening adult school,	384.87
Furnishings for school-houses,	354.12
Printing and advertising,	177.75
Horse hire,	250.75
Digging well, &c., at High school,	100.81
Salary of Sec'y of School Board,	75.00
Clock and repairs of same,	59.15
Repairs of philosophical instruments,	82.13
Rent of musical instruments,	71.95
Ink, &c.,	39.80
Carting,	46.30
Music,	24.50
Ground rent Arnold street school-house, 2 yrs.,	50.00
Sundry expenses by Chairman School Com.,	17.14
Chemicals for High school,	17.41
Curtains,	17.94
Well curb and coal hods,	21.20
Repairing locks and keys,	14.13
Labor on school committee room,	14.90
Exchange of bell and repairs of do.,	27.45
Expenses paid by Sup't of Schools,	6.18
Use of Liberty Hall,	16.00
Copies of lecture, &c., of Sup't of Schools,	21.23
Clock and bells,	8.37
Posting notices,	4.00
Express,	2.05
Gas,	9.12
Filling diplomas, and ribbons for graduates of High school,	9.33

Paid Labor,	9.42	
Cards for teaching,	9.00	
Castings for fence,	4.11	
Cleaning vaults,	9.25	
Repairing pump,	2.88	
Cordage,	.25	
Total expenditure,	$56,598.94	
1868, 3d mo., 9.		
Transfer to account of special appropriation, 1867,	23.95	$56,622.89

CREDIT.

3d mo. 28, 1867. By Appropriation,	$53,000.00	
By rent for Sears Hall,	36.00	
Bill of gas refunded,	.38	
Received for tuition,	66.75	
Duplicate bill,	2.00	
Rec'd of State Treasurer, School Fund,	1,017.76	
Transfer from unappropriated tax acc't,	2,500.00	$56,622.89

FIRE DEPARTMENT.

Paid Engineers and Firemen,	$6,321.63
Repairs of engines and hose,	674.88
Repairs of engine houses,	775.20
New hose,	4,366.60
Hostlers,	1,740.00
Grain,	1,216.76
Hay and straw,	860.85
Two horses,	960.00
Drivers of hose reels,	191.25
Stewards and torch boys,	120.67
New hose couplings,	230.00
Cleaning of engines and hose,	301.80
Ground rent for hook and ladder house,	75.00
Stove and repairs of stove and pipes,	114.55
Washing,	37.50
Repairs of harness,	104.26
Railroad freight on hose, &c.,	35.05
Bedding, &c., for engineer's room,	33.48
Bedsteads, chairs, &c., Engine Co. No.	91.50
Gas,	167.58
Coal for stove,	214.30
Coal and wood for steamers,	311.25
Shoeing horses, &c.,	224.15
Oil, wicks, and tallow,	84.93
Lanterns,	40.00
Carting,	86.35
Pay roll of N. B. Protecting Society,	146.00
Ringing fire alarm bells for the year,	100.00
New wagon, Engine No. 4,	165.00
Repairs on wagons,	15.65
Soap, sponge, &c.,	61.88
Tools, hardware, &c.,	62.58
Rope,	62.64
Doctoring horses,	53.25
Oil carpet engine house,	68.75
Care of Engine No. 9,	16.00
Flag and pole,	33.79
Fitting flag staff,	5.20

Paid Brooms, dusters, skins, &c.,	20.61	
Cotton waste,	10.40	
Stone for reservoir, and labor,	69.90	
Water cask,	16.12	
Books, stationery, &c.,	20.27	
Pumping water for steamers at fire,	12.60	
Tin screen and coal hods,	6.20	
Alcohol,	13.30	
Cement and pipe,	14.68	
Soap stone packing,	5.25	
Salary of clerk of board of engineers,	100.00	
Horse hire,	4.00	
Steps,	3.75	
Lumber,	3.66	
Flue brush,	2.25	
For salt,	.90	
Labor on powder and magazines,	3.00	
Black lead,	.60	
Repairing pump,	2.50	
Fitting gas pipe,	3.10	
Spittoons,	1.80	
Total expenditure, 1868, 3d mo., 9.	$20,485.17	
Amount transferred to special appropriation, 1867,	177.12	$20,662.29

CREDIT.

3d mo. 28, 1867. By appropriation,	$19,000.00	
By sale of Engine No. 5,	1,050.00	
Hose,	505.75	
Manure,	106.54	$20,662.29

REPAIRS OF HIGHWAYS.

Paid labor, team work, &c., on the streets,	$18,515.06
Flagging stone and freight,	2,220.21
Repairs of wagons and harnesses,	604.93
Shoeing horses and repairing and sharpening tools,	536.27
Blake & Brother, stone crusher,	1,365.00
J. C. Hoadley & Co., for steam engine,	1,100.00
Railroad freight,	63.12
Expense of committee to purchase engine and crusher,	51.02
Labor on engine and crusher,	72.19
Belting and lacings,	39.95
New pulley,	25.36
Steam pipe, castings, &c.,	107.41
Hay and straw,	891.56
Grain,	992.22
Field roller,	87.00
New cart and repairs,	489.26
Shovels, tools, and hardware,	188.64
Wood work for new cart,	65.00
Stock and labor for house for steam engine,	172.89
Repairs on drains,	107.53
Exchange in horses,	100.00
Gravel lot bought of H. Humphrey on Purchase street,	1,276.00

Paid Gravel,	184.39	
Lumber and labor at city stable,	24.99	
Cement pipe and cement,	79.05	
Gas,	12.54	
Coal,	38.45	
Paint, varnish, oil, and painting,	62.27	
Coal tar for sidewalk,	52.25	
Royalty to J. Blackman on 4300 feet sidewalk,	43.00	
Benj. Almy for building stonewall on Court St.,	42.00	
Lumber for plank sidewalk,	87.72	
Moving fence on Foster street,	33.59	
Plank and labor on sand catchers,	50.79	
Oil for engine and carts,	22.50	
Water casks,	31.25	
Clearing roads of snow,	8.00	
Gas fitting, &c.,	7.88	
Printing and posting notices of Superintendent,	7.00	
Liquor,	7.85	
Time book,	6.50	
Trimming trees,	4.35	
Broom and water pot,	1.15	
Total expenditure,	$29,879.14	
1868, 3d mo., 9.		
To balance transferred to special appropriation, 1867,	1,204.73	$31,083.87

CREDIT.

3d mo. 28, 1867. By appropriation,	$30,000.00	
By Rec'd for stone and dirt,	513.62	
For manure,	150.95	
For carting,	356.35	
For errors in rolls,	5.62	
Of Superintendent,	57.33	$31,083.87

LIGHTING THE STREETS.

Paid Gas,	3,732.20	
Naptha,	477.26	
Lanterns and repairs and Lamp posts,	846.09	
Lamp lighters,	2,173.00	
Steps and ladders,	39.15	
Lamp wicks and dusters,	31.60	
Repairs on gas pipes, &c.,	22.49	
Gas burners,	8.70	
Glass, paint, and labor,	64.47	
Repairing lamps,	8.15	
Matches,	7.80	
Total expenditure,	$7,410.91	
1868, 3d mo., 9.		
Balance transferred to special appropriation, 1867,	607.59	$8,018.50

CREDIT.

1867, 3d mo., 28. By apppropriation,	$8,000.00	
By received for damage to lamp post,	18.50	$8,018.50

CITY WATCH.

Paid Watchmen,	$16,535.75	
Salary officer of the watch,	150.00	
Crackers,	54.04	
Washing blankets,	20.31	
Repairing chairs,	6.27	
Steps and ladders,	7.90	
Billys,	2.12	
Total expenditure,	$16,776.39	
1868, 3d mo., 9. To balance trans. to special appropriation, 1867,	223.61	$17,000.00

CREDIT.

1867, 3d mo., 28. By appropriation,	$17,000.00

FREE PUBLIC LIBRARY.

Paid salary of librarian and assistant,	$1,729.16	
Books,	988.60	
Picture frames,	16.92	
Evaporators,	12.00	
Printing,	6.00	
Case for model of monument,	58.75	
Cleaning model of monument,	2.00	
Clock,	75.00	
Labor preparing catalogue,	100.00	
Total expenditure,	$2,988.43	
To amount trans. to special appropriation, 1867, 1868, 3d mo., 9.	11.57	
To balance transferred to new account,	500.00	$3,500.00

CREDIT.

1867, 3d mo., 28. By appropriation,	$3,500.00
1868, 3d mo., 9. By balance from old account,	500.00

INCIDENTAL EXPENSES.

Paid assessors for extra services and office expenses,	$952.81
Expenses of police stations,	1,374.14
Expenses of elections,	408.00
Support of Insane,	1,546.37
Extra salaries to marshal and assistants,	1,750.00
Salary of health officer and port physician, and office expenses,	1,057.98
Printing and advertising,	1,378.70
Rents of halls and armories,	981.25
Expenses on petition for division of city,	124.10
Railroad tickets and office expenses of city clerk and treasurer,	385.72
City marshal for clearing sidewalks of snow,	109,90
Horse hire, police, truant and water committee,	667.00
Salaries of officers of police court,	500.00
Services of janitor at library building,	316.33
Book paper and stationery,	260.48
Feeding prisoners,	131.33

Paid Ice,	84.70
Board at State Reform School,	440.87
Services of police officers,	480.00
Labor at cemeteries,	113.03
Gas at library and public offices,	650.07
Fuel at library and public offices,	655.28
Ringing bells,	34.50
Evaporator $5, copying $3,	8.00
Use of Music Hall for Protecting Society,	9.00
Tax,	62.84
Labor at Adj. General and City Clerk's Office, correcting and revising rebellion record,	476.38
Clerk hire and help in Treasurer's office,	999.00
Salary of officer to have care of neglected children,	200.00
Extra salary to engineer and assistants of fire department,	125.00
Returns and recording births, marriages and deaths,	272.75
New stoves, and repairs of stoves and pipes,	192.58
Medical service at police stations,	15.00
Cleaning city hall,	62.50
Soap $20.01, posting notices $14,	34.01
Clerk of Courts, approving ordinance,	3.50
Legal fees,	38.25
Parade ground for light dragoons,	15.00
Expenses of fire alarm committee,	13.50
Repairing settees and furniture,	37.70
Repairing flags,	5.42
Cleaning Mayor and Aldermen's rooms and City Clerk's office,	43.50
Printing water bond,	32.00
Furnishing goods, mats, pails, brooms, dusters, &c.,	44.67
Moving settees in city hall and lighting do.,	32.00
Putting down carpet $3, labor on stand for band $3.28,	6.28
Assessing abutters to Campbell street sewer,	5.00
Supplements to revised statutes,	15.00
Hardware, nails, tools, &c.,	21.04
Trustees Free Public Library, interest on Howland and Morgan fund,	169.00
Firing salute July 4,	57.64
Alterations and repairs at City Marshal's office,	32.31
Oil cloth carpet, curtains, &c., at City Clerk's office,	118.74
Repairing fence at old cemetery,	14.01
Refreshments for water committee,	46.25
Recording deeds,	6.50
Interest on temporary loan,	32.50
New Bedford Brass Band for ten public concerts,	350.00
Benzine and spirits turpentine,	7.65
Use of Bell on North Congregational Church,	60.00
Expense of committee on dummy engine,	26.40
Storage on brass field pieces,	36.50
Powder,	37.50
City directories,	18.00
Repairing pumps on streets and common,	40.19
Attending to delivering of charcoal,	26.60
Subscription to Daily Mercury,	7.00

Paid Matches and sponge,	21.26	
George A. Briggs, surveying,	19.15	
Repairs on Aldermen's room,	8.95	
Alcohol,	21.00	
Incidentals,	152.24	
Total expenditure,	$18,481.87	
1868, 3d mo., 9.		
Balance transferred to special appropriation, 1867,	2,033.76	$20,515.63

CREDIT.

1867, 3d mo., 28. By balance from old account,	$14,173.61	
By appropriation,	1,228.50	
By amount rec'd of clerk of market for rents,	596.00	
For rent of court room,	250.00	
For City Hall,	483.51	
Of police court, fees and fines,	1,153.25	
For licenses,	193.00	
For fees of City Marshal,	18.77	
For discount upon bonds and coupons paid in advance,	485,18	
Of town of Acushnet refunded tax paid 1866,	136.17	
For interest on water bonds received in advance,	590.80	
Of State Lunatic Hospital for overcharge,	62.68	
Error in audit,	2.50	
Of State Treasurer, armory rent,	762.50	
Collector of taxes for interest, &c., received by him,	379.16	$20,515.63

SALARIES.

Paid salaries of city officers,	$15,330.00

CREDIT.

1867, 3d mo., 28. By appropriation,	$15,330.00

LIQUOR AGENCY.

Paid salary of agent and clerk,	$1,800.00	
Rent of store,	193.75	
Liquors,	11,635.06	
Coal,	36.28	
Freight, express, demijohns, corks, insurance, internal revenue tax, &c.,	262.68	
Total expenditure,	$13,927.77	
1867, 3d mo., 28.		
Balance from old account,	495.83	$14.423.60

CREDIT.

By sales of agent,	$14,085.00	
1868, 3d mo., 9. By balance to new account,	338.60	$14,423.60
To balance from old account,		338.60

EXTENSION OF RURAL CEMETERY.

Paid Labor,	$8,649.44	
Hay,	248.16	
Grain,	239.68	
Surveying, making plans, &c.,	139.05	
Iron and steel,	110.65	
Coal,	78.25	
Carting stone,	46.00	
Cutting stone,	45.50	
Tools, nails, &c.,	26.80	
Powder,	26.08	
Cedar posts and sawing for stubs,	27.70	
Masonry,	18.35	
Oak plank,	13.72	
Horse hire,	10.25	
Cordage,	15.55	
Cement,	6.33	
Use of derrick,	5.00	
Shavings,	4.00	
Painting,	2.93	
Total expenditure,	$9,713.44	
1868, 3d mo., 9. To balance to new account,	140.54	$9,853.98

CREDIT.

1867, 3d mo. 1. By balance from old account,	$721.91	
By special appropriations,	6,500.00	
Amount received of Superintendent for sales of lots,	1,110.00	
Amount received of committee, sale of stone,	1,162.07	
Amount received of committee, sale of wood,	360.00	$9,853.98
1868, 3d mo., 9. By balance brought down,		140.54

EXTENSION OF OAK GROVE CEMETERY.

Paid Labor per pay rolls,	$2,738.42	
One yoke of oxen,	262.00	
Meal,	143.70	
Hay,	113.27	
Surveying and making plans,	31.50	
Iron and steel,	30.42	
Tools and hardware,	15.48	
Legal cost in case of S. E. Taber,	54.60	
Horse hire,	5.00	
Auctioneer's commissions sale of house,	7.50	
Powder,	7.00	
Repairs on carts,	7.50	
Lumber and labor,	42.40	
Cedar posts and sawing,	14.03	
Total expenditure,	$3,472.82	
1868, 3d mo., 9. To balance to new account,	1,830.08	$5,302.90

CREDIT.

1867, 3d mo., 28. By balance from old account,	$925.43	
By special appropriation,	3,000.00	
Sale of lots by Superintendent,	700.00	
Sale of house and buildings,	389.50	
Sale of stone,	54.75	
Sale of oxen,	233.22	$5,302.90
1868, 3d mo., 9. By balance brought down,		1,830.08

CAMPBELL STREET SEWER.

Paid Labor per pay rolls,	$703.62	
Brick,	581.80	
Tools, and repairing do.,	53.71	
Carting sand,	32.80	
Shovels, pails, &c.,	13.20	
Cordage, wedges, &c.,	5.90	
Powder,	4.10	
Use of derrick,	3.00	
Lumber,	1.83	
Total expenditure,	$1,399.96	
1868, 3d mo., 9.		
To transfer to special appropriation, 1867,	800.01	$2,199.97

CREDIT.

1867, 5 mo., 6. By appropriation,	$1,500.00	
By amount received of abutters,	699.97	$2,199.97

REPAIRS ON PUBLIC BUILDINGS AND PROPERTY.

Paid Merrimac schoolhouse,	$90.86	
Engine house, corner Bedford and Sixth St.,	142.30	
Fence around engine house lot, corner County and Hillman streets,	243.19	
Repairing fence, and grading around the monument, &c.,	1,069.42	
City hall building,	504.13	
Library building,	232.48	
Central police station,	136.67	
North police station fence,	20.75	
Rural cemetary lodge,	22.25	
Oak grove cemetery,	15.00	
Photographs of soldiers' and sailors' monument,	82.50	
City stable,	21.50	
Total expenditure,	$2,580.35	
1868, 3d mo., 9.		
To balance trans. to special appropriation, 1867,	419.65	$3,000.00

CREDIT.

1867, 3d mo., 28. By appropriation,	$3,000.00

SOLDIERS' AND SAILORS' MONUMENT.

Paid telegraphing, stationery, &c.,	$12.98	
Labor, and use of gear,	32.25	
Carting,	69.00	
Labor and stock,	5.22	
Labor grading grounds and fixing walks,	424.20	
George F. Macham for building fence around the monument per contract,	3,456.00	$3,999.65

CREDIT.

1867, 3d mo., 28. By balance brought down,	$3,999.65

TRUSTEES OF FREE PUBLIC LIBRARY.

1868, 3d mo., 9. To balance to new account,	$479.57

CREDIT.

1867, 3d mo., 1. By balance from old account,	$310.57	
By income of trust fund,	169.00	$479.57
1868, 3d mo., 9. By Balance from old account,		479,57

CITY DEBT.

Paid bonds,	$19,050.00	
Interest on coupons,	24,291.50	$43,341.50
1867, 3d mo., 1. By annual appropriations,		43,341.50

TEMPORARY LOAN.

1867, 9th mo., 3. To paid adm'r of S. Thomas' estate,	$15,000.00

CREDIT.

1867, 4th mo., 3. By amount received of adm'r of S. Thomas' estate,	$15,000.00

NEW BEDFORD WATER WORKS.

Paid Water Commissioners' orders on City Treasurer from No. 1 to 12,	$90,134.85	
1868, 3d mo., 9. To balance to new account,	54,863.89	$144,998.74

CREDIT.

1867, 2d mo., 1. By balance from old account,	$44,287.26	
By sales of one hundred bonds,	100,000.00	
Old mill,	125.00	
Old house and barn,	152.59	
Old barn,	30.00	
Hay and stone,	45.00	
Horse,	32.50	
Sundry articles, including wood, &c.,	129.12	
Received of engineer for surveying, &c.,	182.27	
Received for rent,	15.00	$144,998.74
1868, 3d mo., 9. By balance from old account,		$54,863.89

COMMONWEALTH OF MASSACHUSETTS.

1867, 3d mo., 28. For balance from old account,	$12,993.14	
For amount paid State aid,	7,652.91	$20,646.05

CREDIT.

By amount audited and not paid,	$38.00	
By amount reimbursed by State Treasurer,	10,000.00	
1868, 3d mo., 9. Balance to new account,	10,608.05	$20,646.05
To balance brought down,		10,608.05

REAL ESTATE TAX ACCOUNT.

1867, 3d mo., 28. To balance brought down from old account,	$921.11	
To sales of real estate for taxes,	228.09	$1,149.20

CREDIT.

By amount received of collector for taxes paid, 1868, 3d mo., 9.	$665.49	
By balance transferred to new account,	483.71	$1,149.20
To balance brought down,		483.71

CITY COMMON.

To paid salary of Superintendent,	$600.00

CREDIT.

By appropriation,	$600.00

CITY OF NEW BEDFORD, March 19, 1868.

The sub-committee on finance, to whom was referred the examination of the accounts of the City Clerk and Treasurer and Collector of Taxes for the year ending March 1st, 1868, have examined the same and find them correct.

Herewith are copies of their several accounts in detail.

All of which is respectfully submitted.

HORATIO HATHAWAY,
WILLIAM T. SMITH.

Abstract of the Financial Operations of the City for the Year 1867-8.

	Original appropriation	Special appropriation	Balances. Dr.	Balances. Cr.	Add or subtract.	Appropriations as altered.	Balances as altered.	Expenditures and payments.	Dr. balances trans. to special appropriation, 1867.	Cr. balances trans. to special appropriation, 1867.	Dr. balances to new account.	Cr. balances to new account.
Support of Public Schools,	$53,000.00				+ $3,622.89	$56,622.89		$56,598.94		$23.95		
Salaries,	15,330.00					15,330.00		15,330.00				
Support of the Poor,	23,000.00				+ 8,630.46	31,630.46		29,732.15		1,898.31		
Fire Department,	19,000.00				+ 1,662.29	20,662.29		20,485.17		177.12		
Lighting the Streets,	8,000.00				+ 18.50	8,018.50		7,410.91		607.59		
Repairs of Highways,	30,000.00				+ 1,083.87	31,083.87		29,879.14		1,204.73		
Night Watch,	17,000.00					17,000.00		16,776.39		223.61		
City Debt,	43,341.50					43,341.50		43,341.50				
Free Public Library,	3,500.00					3,500.00		2,988.43		11.57		500.00
Excess of abatement and dist. over overlay,	10,000.00					10,000.00		10,000.00				
Repairs of Public Buildings,	3,000.00					3,000.00		2,580.35		419.65		
City Common,	600.00					600.00						
Incidental Expenses,	1,228.00			$14,173.61	+ 5,113.52	1,228.50	$19,287.13	18,481.87		2,033.76		
	$227,000.00					$242,018.01	$19,287.13	$254,204.85				
Campbell Street Sewer,		$1,500.00			+ 699.97			1,399.96		800.01		
Water Works,		100,000.00		44,287.26	+ 711.48	100,000.00	44,998.74	90,134.85				54,863.89
Extension of Rural cemetery,		6,500.00		721.91	+ 2,632.07			9,713.44				140.54
Extension of Oak Grove Cemetery,		3,000.00		925.43	+ 1,377.47			3,472.82				1,830.08
Appropriations, 1866,			$6,674.34		— 5,837.15				$837.19			
Liquor Agency,			495.83		+ 13,927.77		14,423.60	14,085.00			$338.60	
Soldiers' and Sailors' Monument,				3,999.65				3,999.65				
Trustees Free Public Library,				310.57	— 169.00		479.57					479.57
Commonwealth of Massachusetts,			12,993.14		— 2,385.09		10,608.05	7,652.91			10,608.05	
Real Estate Tax Account,			921.11		— 437.40		483.71				483.71	
Special Appropriation, 1865,			5,000.00								5,000.00	
Special Appropriation, 1867,			111,837.19	109,799.98			2,037.21				2,037.21	
Unappropriated Tax Account,			5,000.00	7,399.68			2,399.68			2,399.68		
Appropriations, 1867,			227,000.00	222,179.70			4,820.30				4,820.30	
George Howland, Jr. Fund,				1,600.00								1,600.00
Charles W. Morgan Fund,				1,000.00								1,000.00
City Treasurer, Cash,			40,934.01		+ 435,926.54		476,860.55	439,734.34			37,126.21	
		$111,000.00							$837.19	$9,799.98	$60,414.08	$60,414.08

SCHEDULE OF CITY PROPERTY.

CITY OF NEW BEDFORD,
In Committee, March 19, 1868.

The sub-committee appointed by the finance committee to appraise the city property have attended to their duty, and submit the following report, viz.:

VALUATION OF PROPERTY OF ALMS-HOUSE DEPARTMENT.

New alms-house, barn, and out-buildings,	$23,000.00	
Old alms-house, barn, and out-buildings,	1,400.00	
Small pox hospital,	400.00	
Farm containing 76 acres,	12,500.00	
Furniture in keeper's department,	150.00	
Furniture in inmates' department,	2,000.00	
Furniture in small pox building,	25.00	
Mechanic's tools,	150.00	
Stone and mowing machines,	350.00	
Carts, gears, lumber and light wagons,	500.00	
Farming utensils,	588.00	
Farm stock,	2,390.00	
Wood shed in city yard,	300.00	
Hay and grain on hand,	1,114.00	$44,867.00

HIGHWAY DEPARTMENT.

Stone crusher and steam engine,	2,500.00	
Seven horses,	1,550.00	
Wagons, carts, and gears,	1,125.00	
Sundry harnesses, &c.,	255.00	
Sundry tools, &c.,	300.00	
Flagging stones, &c.,	717.00	$6,447.00

PUBLIC BUILDINGS, LAND, &c.

City Hall and lot,	$68,000.00
City Library building,	44,000.00
City Common,	40,000.00
Land on William street, including Library lot,	12,000.00
Old Town Hall and lot,	7,000.00
Volumes in City Library,	13,000.00
City stable, out-buildings, and lot,	7,000.00
Rural Cemetery and lodge,	24,000.00
Pine Grove Cemetery,	800.00
Oak Grove Cemetery,	13,000.00
Powder Magazine,	450.00
Land at Clark's Point,	200.00
South Pound lot,	200.00
Land at Clark's Cove,	100.00
One acre of land near Tobey's	25.00
Watch House and lot on Willis street,	350.00
Land near Hayden Coggeshall's,	250.00
Land near P. Terry's,	300.00
Windmill lot,	250.00
Land west of County street, near Jas. D. Thompson's place,	500.00

Land opposite Daniel Ricketson's,	150.00	
Old mill pond lot, head of Bedford street,	600.00	
Standard weights and measures,	300.00	
Land on Purchase street, near Wamsutta street,	1,000.00	
Surveying instruments,	300.00	
Two brass field pieces,	700.00	
Muskets and other equipments,	100.00	$234,575.00

FIRE DEPARTMENT PROPERTY.

Engine house and land, Acushnet,	300.00	
Engine house and land, Jesseville,	400.00	
Engine house and land, cor. County and Hillman streets,	10,000.00	
Engine house and land on Purchase street,	6,000.00	
Engine house and land on Fourth street,	500.00	
Engine house and land on Third street,	300.00	
Hook and ladder house on leased land,	250.00	
Engine house and land cor. Sixth and Bedford sts.,	10,000.00	
Steam engine Onward and hose reel,	4,000.00	
Steam engine Progress and hose reel,	4,000.00	
Steam engine Excelsior and hose reel,	4,500.00	
Steam engine Cornelius Howland and hose reel,	4,500.00	
Engine No. 3,	700.00	
Engine No. 6,	1,800.00	
Engine No. 7,	200.00	
Engine No. 9,	700.00	
Engine No. 10,	700.00	
Engine No. 11,	700.00	
Hook and ladder carriage No. 1,	800.00	
Hook and ladder carriage (old),	100.00	
Two water tanks,	800.00	
Twelve horses for steamers,	3,000.00	
Twelve sets of harnesses,	300.00	
Three wagons,	300.00	
Spare hose, &c.,	1,400.00	$56,250.00

SCHOOL DEPARTMENT.

North school-house and lot,	$700.00	
Acushnet school-house and lot,	1,300.00	
Plainville school-house and lot,	1,000.00	
Haskins Corner school-house and lot,	1,000.00	
Cannonville school-house and lot,	1,500.00	
Hill school-house and lot,	2,000.00	
Merrimac street school-house and lot,	10,000.00	
Parker street school-house and lot,	12,500.00	
Cedar street school-house and lot,	2,000.00	
Maxfield street school-house and lot,	3,000.00	
Charles street school-house and lot,	1,000.00	
Kempton street school-house and lot,	3,000.00	
High school-house and lot,	12,000.00	
William street school-house and lot,	3,500.00	
Arnold street school-house on leased land,	100.00	
Bush street school-house and lot,	3,500.00	
Fifth street school-house and lot,	23,000.00	
Sixth street school-house and lot,	1,500.00	
Griffin street school-house and lot,	500.00	
Dartmouth street school-house and lot,	3,500.00	
Grove school-house and lot,	1,800.00	
Apparatus in High school-house,	700.00	
Apparatus in City Library,	100.00	
Clark's Point school-house,	600.00	$89,800.00

CITY LIQUOR AGENCY.

Valuation of stock on hand,	$1,600.00

WATER WORKS.

Expenditures,	$135,000.00

RECAPITULATION.

Alms-House and Poor Department,	$44,867.00	
Highway Department,	6,447.00	
Public buildings and land,	234,575.00	
Fire Department,	56,250.00	
School Department,	89,800.00	
Liquor Agency,	1,600.00	
Water Works,	135,000.00	$568,539.00

J. W. MACOMBER,
CHARLES M. PEIRCE, JR., } Committee.
JOSIAH W. BONNEY,

REPORT.

OF THE

OVERSEERS OF THE POOR.

To the Mayor and Aldermen and Common Council of the City of New Bedford:

The Overseers of the Poor respectfully present their report for the year ending Feb. 29, 1868, as follows, viz.:

The expenses at the Alms House have been,	$16,631.57	
The expenses out of the Alms House have been,	13,100.58	
Total,	$29,732.15	
Balance on hand March 1,	1,898.31	$31,630.46

Receipts as follows:

From towns for supplies furnished their poor,	$3,189.09	
From Commonwealth,	529.54	
From sales from farm,	2,411.83	
From appropriation,	25,500.00	$31,630.46

Admissions to the Alms House 106; average number supported per month 74; cost of support per week $3.38; number of deaths 6; number of admissions by sentence 50, 18 of whom are boys sentenced for truancy.

The amount expended for outside relief as above stated, ($13,100.58,) has been distributed to 533 families, comprising 1632 persons; of this number 171 families belong in this city, and the amount expended on their account has been $6,166.44, averaging $11.64 to each person. 107 families belong to other towns in the State, and the amount expended on their account $3,000.39, averaging $10 to each person, will be reimbursed by the towns where they respectively belong. 255 families, comprising 802 persons, have no settlement in the State, and the expense on their account has been $3,933.75, averaging $4.90 to each person.

The farm is in a high state of cultivation, and under the judicious management of the superintendent yields abundant crops, the principal of which are as follows, viz: 9338 lbs. beef; 9978 lbs. pork; 681 lbs. veal; 150 bushels corn; 286 bushels oats; 500 bushels potatoes; 42 bushels carrots; 2257 bushels beets; 168 bushels turnips; 900 head cabbages; 24,130 quarts milk; 100 tons hay.

In behalf of the Overseers of the Poor,

SILAS ALDEN, Sec'y.

IN BOARD OF ALDERMEN, March 19, 1868.

Ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL, 3d mo. 19, 1868.

Concurred.

WILLIAM A. CHURCH, Clerk.

1867—CITY DOCUMENT No. 5.

REPORT

OF THE

BOARD OF ENGINEERS.

To His Honor the Mayor, and City Council:

GENTLEMEN: In compliance with the Fire Department Ordinance, the Board of Engineers of that department present their annual report comprising the requirements of the ordinance, and such other matter that may be for the interest of the department, and interesting to the citizens.

The organization of the department, and its system of operation for accomplishing the object for which it was founded is very efficient, and fully equal to meet, without much doubt, any emergency that they would probably be called, in their line of duty, to perform.

With all the members of the department there seems to prevail an unity of action, prompt response to duty, and a strict observance of the rules and regulations, points which are so very essential for a good working fire department.

There is a full compliment of members to each company attached to the engines and other apparatus in active service, and the engines and all apparatus attached to the department are in good working order and condition.

The company attached to Hand Engine No. 10 has been disbanded the past year, and the engine withdrawn from active service; also a company organized for Steam Fire Engine Cornelius Howland No. 4, and the engine put into active service and located in the new brick engine house on the corner of Bedford and South Sixth streets.

There is at the present time four (4) Steam Fire Engines, one (1) Hand Engine, and one (1) Hook and Ladder carriage

in active service, employing a force of 126 men and 12 horses; also four (4) Hand Engines and one (1) Hook and Ladder carriage held in reserve.

The Hand Engine Columbian, No. 5, with hose reel, has been withdrawn from the department during the year, and sold.

There has been purchased during the year 2000 feet of patent cotton leading hose, and three horses for steamers.

The engine houses and stables attached, are in good repair, and are kept clean and neat.

The pay of firemen, engineers of steamers, hostlers, and drivers, from Dec. 1, 1866, to Dec. 1, 1867, was $7,979.30.

There have been 32 alarms of fire from Dec. 28, 1866, to Dec. 30, 1867, as shown by the following schedule.

DATE.	OWNERS.	OCCUPANTS.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1866.						
12 mo. 28,	Mrs. S. R. Morgan, Mrs. L. Ruggles. Gifford & Allen, Hazard Wharf Co., Joseph Clark,	Joseph Grinnell, John A. Gifford, Gifford & Allen, Pardon Potter, Joseph Clark,	North Front Street and Hazzard's Wharf,	$6,600	$4,200	Burning of iron foundry, and partial burning of buildings and damage to merchandise.
30,	Mrs. M. Bowen,	Mrs. M. Bowen,	118 Third street,	100	Ins.	Slight burning of dwelling-house by a defect in chimney.
31,						False alarm, caused by the running down of the town clock.
1867.						
1 mo. 4,			Out of the city,			Burning of nail works in Fairhaven.
6,						Burning chimney.
10,	N. Bedford and Ohio Oil Co.	N. Bedford and Ohio Oil Co.	Fish Island,	Trivial.		Slight fire in oil works. Caught from still.
14,	Charles M. Peirce, Jr.,	C. M. Peirce, Jr.,	271 County street,	93	Ins.	Burning of bedding, &c.
18,			Howland street,	Trivial.		Slight burning of bed.
18,	Estate Charles Swift,	James Peirce, 2d,	North East corner of Middle and Second streets.	Trivial.		Burning of shavings in basement of store. Incendiary.
3 mo. 10,	Horatio Smith,	H. Smith,	72 and 74 North Second street,	Trivial.		Burning of chips in cellar of bakery. Caught from steam boiler furnace.
16,						False alarm.
4 mo. 2,						False alarm.
30,			165 Kempton street,	Trivial.		Slight burning of bedding.
5 mo. 3,	Jonathan Bourne, Jr.,	J. Bourne, Jr.,	Corner of Orchard and Clinton streets.	370	Ins.	Damage of house and furniture by fire. Supposed to have caught from tinman's furnace in repairing roof.
9,	Benjamin H. Waite,	A. A. Swan, James G. Wilson, Jenney & Ward,	North East corner of William and Purchase streets.	900	Ins.	Partial burning of building, and damage of fruit dealer's stock, &c., in building. Supposed incendiary.
15,	New Bedford Glass Co.	New Bedford Glass Co.	Prospect street,	Trivial.		Burning of a wooden pipe in works.
6 mo. 3,	H. M. Brownell & Co.,	H. M. Brownell & Co.,	60 and 62 Elm street,	Trivial.		Slight fire in stable, caused by the upsetting of a kerosene lamp.
7 mo. 3.	C. L. Ellis,	C. L. Ellis,	Foot of Middle street, North side, in the rear,	Trivial.		Slight burning of roof of cooper's shop, Caught from sparks from chimney.
27,	N. Leonard & Co.,	Unoccupied,	Leonard street,	4,000	3,500	Burning of candle works and fixtures. Incendiary.
8 mo. 16.						False alarm. Caused by ringing of bell on Trinitarian church.
9 mo. 3,	New Bedford Oil Co.,	New Bedford Oil Co.,	Foot of South street,	10,000		Burning of oil, storage shed, tanks and fixtures. Caused by a lighted match being brought in contact with some *non-explosive* oil.

DATE.	OWNERS.	OCCUPANTS.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1867.						
9 mo. 19,	Benjamin H. Waite,	A. Lang, Jenney & Smith,	North East corner of Purchase and William streets.	$2,075	Ins.	Slight burning of building, and damage to stock of confectionery and photograph stock by smoke and water. Cause unknown.
10 mo. 4.	J. H. Mandall,	J. H. Mandall,	Mount Pleasant,	1,000	Ins.	Burning of barn, hay, &c. Incendiary.
17,			Out of the city.			Burning of building in Fairhaven.
23,	City of New Bedford,	School,	Middle street, west of County.	Trivial.		Slight burning of wood work around register of furnace in High school building.
11 mo. 4.						False alarm.
5,	Thomas A. Greene,	T. A. Greene,	81 State street,	Trivial.		Slight burning of roof of dwelling-house by a defect in chimney.
10,	E. G. Turner,	E. G. Turner,	Plainville, North West part of city.	1,125	Ins.	Burning of dwelling-house and contents. Caused by a defect in chimney.
17,	John Tyman,	J. Tyman,	195 Elm street,	Trivial.		Burning of shavings in cellar of dwelling-house.
12 mo. 11.			Out of city,			Burning of a barn in Fairhaven.
25,	Watson Ryder,	W. Ryder,	Foot of Howland street,	30		Slight burning of partition in oil works.
29,	James Munroe,	J. Munroe,	37 Eight street,	150	Ins.	Slight burning of dwelling-house. Caught from a heated stove-pipe in partition.
				$26,443	$13,513	

Damage to property amounts to $26,443
Insurance on the same, 13,513

During the year to the present time the city has not suffered by any very large and destructive conflagration, though in several instances fires have occurred in localities where inflammable and destructive materials were used and manufactured, and also in locations well adapted to large conflagrations on account of the inflammable materials of the buildings in the vicinity, but under these circumstances we can safely state that the amount of loss is small compared to what would have occurred under the old system of Hand Fire Engines, and it shows conclusively that none other but a Steam Fire Engine organization has prevented serious and destructive conflagrations in the city for the past year. And that, to perfect the efficiency of the department, and enable it to perform what is expected of it, and what it is capable of accomplishing, a sufficient supply of fresh water in the city is requisite, and we would respectfully suggest that as soon as practical such ways and means be adopted whereby the department can at all times obtain a supply of water in the various sections of the city. There is no doubt in our minds that the benefit derived from such arrangement will amply remunerate the expense incurred, as well as promote the efficiency of the department.

There is also one other matter which has been very thoroughly discussed by your Board of Engineers, and they are unanimous in their opinion that it would be of material benefit to the department and citizens; which is, that some telegraph system of fire alarm be adopted and put in working order in the city. They would suggest that the subject of fire alarm telegraph be taken into consideration by the City Council at an early day as they may deem judicious and practical, and that some feasible system for giving the alarms of fire be adopted.

In conclusion, we would express our thanks to the Committee on Fire Department, for their gentlemanly co-operation with us in all matters relative to promoting the interest of the department; and also to the members of the department, for their gentlemanly deportment and prompt and ready co-operation in discharging the various duties devolving upon them as members of the department. Respectfully submitted.

Per order of the Board,

T. P. TOMPKINS,
Chief Engineer of Fire Department.

CITY OF NEW BEDFORD, Dec. 30, 1867.

IN BOARD OF ALDERMEN, Jan. 4, 1868.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL, Jan. 4, 1868.

Concurred.

WILLIAM A. CHURCH, Clerk.

1867—CITY DOCUMENT No. 6.

MARSHAL'S REPORT

FOR 1867.

MARSHAL'S OFFICE,

NEW BEDFORD, Dec. 31, 1867.

To His Honor the Mayor, Aldermen, and Common Council of the City of New Bedford:

GENTLEMEN: In the performance of my official duty, I herewith submit my annual report of the labors of the Police Department for the year ending Dec. 31, 1867.

In a former report submitted to your honorable body, I had occasion to call your attention to the great diminution in the number of prosecutions before the police court, and at the end of the current year I am still further gratified to be able to report a steady and continued decrease from that of last year. It is certainly much to the credit of our citizens that during one of the most animated and exciting municipal elections held in this city for many years, that no outrage was committed on their opponents by the partizans on either side, but that the whole business had been conducted peacefully and in an orderly manner, and the officers of this department found, when the contest was over, that there had not been occasion for them to make a single arrest.

The whole number of prosecutions before the police court has been 397; of which 317 were males, and 80 females; showing a decrease of 93 from the previous year.

The following are the offences:

Drunkenness,	140	Breaking and entering,	6
Assault and battery,	80	Violation city ordinance,	5
Violation of liquor law,	48	Disorderly house,	5
Larceny,	36	Larceny from person,	5
Idle and disorderly,	26	Stealing a ride,	5
Violation of dog law,	14	Disturbing meeting,	4
Vagabond,	6	Threatening,	3

Obtaining goods under false pretenses,	2	Polygamy,	1
Adultery,	2	Malicious mischief,	1
Lewd, wanton, and lascivious,	2	Fornication,	1
Peddling without license,	2	Contempt of court,	1

The following is the amount received and paid out by me:

Received for licenses,	$290.00	
Received officers fees Superior Court,	36.20	
Received balance from last year's account,	14.98	
		$341.18

Paid for clearing snow from sidewalks,	$34.50	
Paid for stationery,	21.17	
Paid for killing and burying dogs,	12.50	
Paid for officers expenses in pursuit of criminals,	15.25	
Paid for incidentals,	83.99	
Paid J. B. Congdon, City Treasurer,	173.77	
		$341.18

The police have been very successful in maintaining the peace of the city and in suppressing crime by the speedy arrest of all criminals, whereby those who lack principle have been constrained to obey the laws from the fear of punishment which is sure to follow the offence, as there are but few instances where offences of any magnitude have been committed within the city limits where the offenders have not been arrested and brought to trial. The unlimited success of my officers in this regard may be attributed in a great measure to their adaptation and long experience as officers of this department. The duties of a police officer are often such as to require in their performance both courtesy of manner, a cool judgment, and great decision of character, and as those qualities are not to be found combined in all men, it is of the utmost importance to the interest of the city, when such have been secured, that they be retained if possible in the service of the city government.

Before closing my report, I feel that it would be doing myself injustice were I to withhold an expression of my sincere and profound sympathy for our worthy Chief Magistrate, who, under the dispensation of an all-wise Providence, is suffering from the effects of a severe malady, or were I to withhold an expression of the hope that he may soon again be restored to health and usefulness in the community where his indisposition is esteemed as a public calamity.

In conclusion, I would offer an expression of my sincere thanks to His Honor the Mayor and City Council, for the kind

and gracious manner in which they have been at all times pleased to receive me, and for their ever ready co-operation in all matters tending to promote the efficiency of this department.

All of which is respectfully submitted.

OLIVER M. BROWNELL, City Marshal.

IN BOARD OF ALDERMEN, Jan. 4, 1868.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL, Jan. 4, 1868.

Concurred.

WILLIAM A. CHURCH, Clerk.

REPORT OF THE OFFICER OF THE WATCH.

City of New Bedford, Dec. 31, 1867.

To the Honorable Mayor, Board of Aldermen, and Common Council of the City of New Bedford:

Gentlemen: I have the honor to present this my second annual report as Officer of the Night Police for the year ending Dec. 31, 1867.

Whole number of arrests for different offences, and of both sexes, 204.

For details see City Marshal's report. And I respectfully suggest the propriety of the Officer of the Watch making his report to the City Marshal, or its being embodied in his, as all parties arrested by the Watchmen and arraigned before the Police Court are of course included in his report.

Six hundred and twenty-four persons have been furnished with lodgings during the past year, a great proportion of them being strangers travelling from place to place, and are included in the report of the Chairman of the Overseers of the Poor as poor persons aided by the city.

I made mention in my last report of the unusual quiet that prevailed throughout the city during that year, and certainly the same may be said of the year just passed, no disturbances or breaches of the peace having occurred.

Three vacancies have occurred during the year, that number of Watchmen having resigned.

Respectfully submitted,

GEORGE R. HURLBUT, Captain.

IN COMMON COUNCIL, Jan. 4, 1868.

Received and ordered to be printed, and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

IN BOARD OF ALDERMEN, Jan. 4, 1868.

Concurred.

HENRY T. LEONARD, City Clerk.

1868—CITY DOCUMENT No. 7.

SIXTEENTH ANNUAL REPORT

OF THE

TRUSTEES

OF THE

FREE PUBLIC LIBRARY,

OF THE

CITY OF NEW BEDFORD.

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS, 67 UNION STREET.
1868.

In Board of Aldermen,
January 4th, 1868.

Received and ordered to be printed, and sent down for concurrence.

Henry T. Leonard, City Clerk.

In Common Council,
January 4th, 1868.

Concurred.

William A. Church, Clerk.

OFFICERS OF THE FREE PUBLIC LIBRARY,

FOR THE YEAR 1868.

TRUSTEES.

His Honor, ANDREW G. PIERCE, Mayor of the City.

HORATIO HATHAWAY, Esq., President of the Common Council.

GEORGE H. DUNBAR, Esq., Chairman of the Joint Standing Committee on Public Instruction.

Hon. GEORGE HOWLAND, Jr., }
JAMES B. CONGDON, Esq., } at large.
WARREN LADD, Esq., }

COMMITTEES.

ON THE LIBRARY.

ANDREW G. PIERCE, GEORGE HOWLAND, Jr., JAMES B. CONGDON.

BUILDING.

WARREN LADD, GEORGE H. DUNBAR, HORATIO HATHAWAY.

ACCOUNTS.

GEORGE H. DUNBAR, JAMES B. CONGDON, HORATIO HATHAWAY.

LIBRARIAN.

ROBERT C. INGRAHAM.

ASSISTANT LIBRARIAN.

SOPHIA E. ALMY.

JANITOR.

EDWARD T. CHAPMAN.

DONATIONS FOR THE YEAR 1867.

BOOKS AND PAMPHLETS.

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Allen, William H.,	19		
American Antiquarian Society,			1
American Philosophical Society,		1	
Boston City Library,			1
Boston Society of Natural History,			1
Brown, Oliver H. P.,			4
Bureau Refugees, Freedmen, &c.,			1
Butler Hospital for the Insane,			1
Chapin, E. S.,			1
Chisholm, E. H.,	3		
Coe, Rev. I. H.,	1		
Coffin, William C.,	1		19
Coggeshall, Thomas,			1
Congdon, James B.,	5		69
Crapo, Philip N.,	4		
Detroit Young Men's Society,,			1
Dexter, Franklin B.,			1
Dyer, E. Porter,		1	
Eldridge, Martin L.,	1		
Eldridge, Rev. R. B.,	1		
Eliot, Thomas D.,	70	11	21
Fessenden & Baker,	2	12	149
Fitchburg Town Library,			1
Hart, Charles H.,			2
Harvard College,			3
Haven, Rev. E. O.,	1		6
Hickcox, John H.,	1		
Hough, Franklin B.,	1		
Howland, George, Jr.,	1		1
Hutchinson, Sylvander,	2		
Library Company, Philadelphia,			2
Long Island Historical Society,			1
Lowell City Library,			1
Manchester Public Library,			1
Mercantile Library Association, Boston,			2
Mercantile Library Association, N. Y.,			1
Mercantile Library Company, Philadelphia,			1
Newburyport Public Library,	1		
New York State Library,			1
Peabody Institute, South Danvers, Mass.,			

DONATIONS FOR THE YEAR 1867,

(CONTINUED.)

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Peirce, Benjamin, Supt. Coast Survey,	1		
Phipps, Abner J.,			1
Piper, William H.,	1		
Pitman, Robert C.,			10
Quint, Rev. A. H.,			2
Rensselær Polytechnic Institute,			1
Sanborn, F. B.,	1		
Smithsonian Institution,	3		
Springfield City Library Association,			1
State of Rhode Island,	1		
Stetson, Thomas M.,	1		
Sumner, Charles,	1		7
Taber Brothers,	1		
Taunton Public Library,			1
Tenney, J. E.,		1	
United States, Department of the Interior,	67		
United States, Sanitary Commission,		5	
Waltham Public Library,			1
Willey, H.,			2
Wilmington Institute,			1
Wilson, Henry,	7		
Worcester Public Library,			1
Worth, Benjamin,	2		
Young Men's Association, Buffalo,			1
Young Men's Mercantile Library Association, Cincinnati,			1
Young Men's Mercantile Library Association, Pittsburg,			1

NEWSPAPERS, &c.

Brayton, David,—By-Laws of the Schooner John Allyne Mining Company.

Coffin, William C.,—New Bedford Mercury, 1829-32, 133 numbers.
New Bedford Gazette, 1831-32, 80 numbers.

Durfee, William,—Dial of the Seasons: a chart.

Gifford, Frederick S.,—The Scientific American, 12 volumes.

Glasson, Captain J. J.,—The Richmond Whig, April 15, 1865.

Green, Thomas A.,—The Anti-Slavery Standard, 1866.

Pope, William G. E.,—The Whaleman's Shipping List, New Bedford, 1843-61, 18 volumes.

REPORT.

To His Honor the Mayor, and the Gentlemen of the Board of Aldermen and of the Common Council of the City of New Bedford:

The Trustees of the Free Public Library, in accordance with the Ordinance of the city by which it was established, beg leave respectfully to present to you their SIXTEENTH ANNUAL REPORT.

It is evident from the report of our librarian, that there has been, during the last year, no abatement of the interest with which this institution has been regarded by the inhabitants of our city from the date of its opening.

The average delivery of books, and the increase of cards issued, are greater than ever before; and the number of volumes taken is within a few hundred of the highest number ever before reported.

Thirty-four thousand eight hundred and sixty volumes have been delivered, to be taken from the library.

One hundred and fourteen has been the daily average of deliveries for the year.

The increase of cards issued has been *five hundred and forty-nine.*

The whole number of cards issued is *eight thousand two hundred and nineteen.*

These numbers, while they are indicative of the activity of the operations of the People's Library, and of the importance of the institution as an agency for the supply of the means of rational entertainment and intellectual cultivation, are far from giving a complete view of the work which it performs as one of the educational instrumentalities of our city.

To place good books within the reach of all our inhabitants, and, in this way, to enable them, after the school course is completed and the active labors of life commenced, to follow up the work of intellectual discipline and the attainment of useful knowledge, is, without doubt, the main design of the Free Public Library.

To the accomplishment of this design, the efforts of its managers have been principally directed. To an extent hardly anticipated when the first movement was made in this popular and successful undertaking, this end has been attained. Our books, now about *twenty one thousand* in number, are free to all. The fundamental idea of the legislative action upon the subject of public libraries, that the governmental agencies for the enlightenment of the people should not be restricted in their operations

to the brief periods of childhood and youth, has had an extensive and highly satisfactory development in the experience of our institution. We would not be deterred, by the fact that we have often before given expression to the same views in relation to the work which has been and is being accomplished by our free library, from again presenting them to your consideration. It is the educational idea connected with our free public libraries, which gives them their strong hold upon the minds of the people, and which lies at the foundation of their claim to a support at the expense of the public. The thought is now familiar and fundamental with the American people, that collections of books in all the branches of knowledge and literature, established, sustained and enlarged by governmental authority, and free to all, as are the teachings of the school-room, are agencies by which is fostered the growth of those elements of character which secure freedom to the people, stability to the government, and to the greatest possible extent, the elevation and dignity of humanity.

Where, in this work of educating the people the agency of the government should cease, is a problem which remains to be solved. There are those who regard all interference on the part of the government as uncalled for and injurious; and others, who would place, at the public expense, all

university attainments and honors within the reach of all. We have no occasion to enter upon this discussion. The people, free to act in the future as in the past, will ultimately settle this question in the manner best calculated to promote the highest interests of the community. It is sufficient for us to know, that they have clearly determined the position of the Free School and the Free Public Library; and that we have an undoubting assurance that they have acted in accordance with the truest principles of public policy, in assigning to the school and the library, the place now held by them in this Commonwealth, as indispensable agencies for the promotion of the general welfare.

It is believed that the affairs of the Free Public Library of New Bedford, during the sixteen years of its existence, have been administered in accordance with this fundamental idea, and that the result has been of a character to sustain the action of the General Court in the passage of the law, and of the City Council in taking advantage of its provisions.

We have said, that the circulation of books among the people is but a part, although it may be the most important part, of the educational work performed by the library.

We have many readers who do not take away their books.

Our periodicals, the list comprising most of the

more important published in this country and some of the most valuable from Great Britain, are always accessible, and our tables are rarely without readers.

Constant reference is made to our books by those who wish for information upon some particular point; and we look upon this as one of the most important and satisfactory advantages which the public derive from the library. And this advantage is not, like the circulation of our books, confined to our own inhabitants. The examination of our books is denied to none, all are invited to visit our rooms, and the knowledge to be found there is free to all.

Thus to the takers of our books, and to those who read and consult them at our tables, there comes knowledge that aids in the pursuits of business, — intellectual attainments which impart pure and elevated enjoyment, while they train the mind to higher and still higher reaches of thought and to wider and ever widening fields for the exercise of the faculties which have been conferred upon us. Aid is obtained for the discharge of duty, and the pathway of duty is brightened by the companionship which at the same time gives guidance and strength.

We believe, that when juster views of what truly constitutes education shall generally obtain, that the importance of a large library, free to the

people, will be more widely felt and more fully understood.

We are convinced, that when success shall crown the efforts now being made to remove from the paths of the children and youth of our land the many obstacles which encumber their progress in mental training and the attainment of knowledge; when philosophy shall have poured the light of truth upon our present methods of teaching, and enabled us to form a true estimate of the value of that which is taught; when the work of fostering the growth of the intellect and imparting to it what it claims for its expansion and what it demands as materials for its activities shall be taken from the hands of pedants upon whose minds the true educational idea has never dawned, that then, and not until then will the true place of the library as an instrumentality in the work of education be understood.

To this effort, now fairly inaugurated, and which is claiming and receiving the earnest attention of many scholarly and philanthropic minds, we would add the help, feeble as it may be, of our heartfelt wishes, and the sincere declaration of our convictions of its claims upon all who are engaged or interested in the work of education.

Not much longer, we ardently hope, will the alderman of London, who, at an educational festival gave as a toast, "The three R's. Reading!

Riting!! and Rithmetic!!!" hold his place a as true exponent in everything but orthography, of the common idea of educational training and acquirements.

We presume that at this gathering, the turtle fed aldermen and their sympathizing companions at the board, hardly supposed that this zealous expounder and defender of the true faith in the matter of schools, schooling and school-masters had been guilty of any wrong either of omission or commission, when in his sententious alliteration he gave utterance to this truly aldermanic idea of the nature and purpose of education.

There are many, who, while they laugh at the ignorance which allowed this city official to give point and importance to his toast by the artful aid of alliteration, have never, in their views of the nature and work of education, occupied any higher ground than that of the alderman and his associates. They may carry their views of what the school acquisitions of the young should be somewhat beyond what is contained in his brief exposition, but they still, in all that is healthy, expansive and elevating in the work of education, are as ignorant and grovelling as he.

We claim for the young emancipation from the tyranny that has so long oppressed them; release from the burthens which they have so long painfully and uselessly borne; freedom from the obstacles

with which ignorance, pedantry and prescription have barricaded the pathway of the children and youth of our country as they have sought mental training and intellectual riches.

It is not using the language of exaggeration to say, that our methods of teaching are, to a great extent, tyrannical, burthensome, and beset with unnatural and cruel obstacles.

We speak not of the ferule or the rod; for we are blessed in the belief that these companions of the stocks and the whipping-post, will soon disappear from the school-room as the last named instruments of torture have from the public square.

But we speak of the *tyranny* that demands of a child, with a penalty in the case of a failure, the performance of a task which, in the condition of his intellectual development, is utterly out of the reach of its ability to perform as it is to comprehend. As well demand of an infant that it lift a thousand pounds in emulation of the feats of Dio Lewis.

We speak of the *burthen* which the intellect of the child is so often obliged to bear, as it is painfully striving to work out a problem which is the "order of the day," when the power to grapple with its meaning and with the methods of its solution has, as yet, no existence in its undeveloped understanding.

We speak of the *obstacles* to a free and natural development of the mental powers which arise

from an ignorance on the part of the teacher of the true methods and objects of intellectual culture — an ignorance which regards the work of education in any particular instance as accomplished, when the memory, tortured into activity by the fear of corporal suffering, gives forth a result that agrees with the answer in the book.

There is tyranny in demanding from a child an answer to an arithmetical question beyond the range of its powers of thought; and, under a mistaken idea of the superlative importance of this branch of learning as an instrument for increasing the range and the power of the mental faculties, making his study so constantly and so prominently an object of attention in the routine of the school, that the intellect is dwarfed rather than expanded, and a low conception of, if not a positive repugnance to, all generous and expansive intellectual attainment, is created and confirmed.

There is a burthen, and one that is often too grievous to be borne, placed upon the boy or the girl, who, at the age of ten or twelve years, is placed in the grammar class and called upon to expound the mysteries of language.

We can hardly find fitting words with which to express our indignation at the outrage which has so long been inflicted upon the unformed minds of the young. We will let the Rev. Mr. Harrington, Superintendent of the schools of New Bedford,

speak for us; for he has dared, in language which must find its way into the strong holds of prescription and pedagogism, to give utterance to the deep feelings of condemnation with which he looks upon this pervertion of the work of mental training.

"What the study of language should be, must suggest itself, in the main, to every intelligent mind. It is not Reading alone; it is what we call Grammar, *hardly at all. God speed the time when the useless stuff that is drilled into our children's heads under the name of Grammar shall lumber and cumber them no longer!* It is not what is usually understood by the term "Analysis." When the authors of the current text-books so labelled sat themselves down to make them, all the bells should have tolled in anticipatory funeral lamentation for the hours to be buried under so much dreary waste."

That teacher, who, in his ideal of an educational curriculum has never risen above the conception that found expression in the toast of the London alderman; the teacher whose notions of the schoolmaster's work are expressed by Professor Atkinson, when he speaks of the "mere vulgar stomach and pocket-filling" views of practical education so commonly entertained; the teacher who looks upon the operation of mental growth and mental attainment, as the memoriter transfer

of the rules of a book to some receptacle prepared for them in the head of the child, and whose ruling passion it is to engineer the process by occasional quickening application of the rod or the ruler, is a formidable obstacle in the work of education, a hurtful, hindering thing in the pathway of the young.

Thus it is, again to quote from Mr. Harrington's admirable lecture at Springfield, "that the scholars of our Grammar schools are crammed with much that is useless, and deprived of much that is needful to a well rounded culture."

But the tyranny of which we have been speaking, like all other tyrannical dispensations will be overthrown; the burthens, painful and unnecessary, which have so long been borne by the young will, we trust, soon be removed; the obstacles which fossilized pedagogism have placed in the way of a true mental culture, must ere long cease to exist.

We are mindful that in this course of remark, we are departing somewhat from the character of reports of this nature. It has not been usual for managers of public libraries, in their communications touching the interests of the institutions under their charge, to enlarge upon the subject of general education.

But we find our justification in the fact, already made prominent in this and many of our former reports, that the Free Public Library of Massachu-

setts constitutes an integral part of our educational system. It is not the High School, it is the *highest school* of our city.

And higher still will be its agency, more intimate will be its connection with, and more important its position in, the work of public education, when the common schools shall be in a situation to impart such a preparation to the minds of the young, as shall prepare them for the higher and wider field of study.

Surprise and disappointment are expressed, that so few of the inmates of the Grammar Schools find their way into the seats of the High Schools. We may be allowed to express our regret, that there is such a general absence of that kind and degree of development, that would demand for its further growth the assistance of the Free Public Library.

We claim for the young of our community such a training in the schools of the city as shall lead them to regard the library as a necessity of their future mental life.

We claim for them a training that shall make them students for life — not readers merely, not visitors to one department of the library only; seeking excitement and not culture, momentary pleasure and not true mental enjoyment and lasting acquisitions, in the pages of the novelist.

We claim that all our children are long enough in school, to allow them, if their training should

be conducted by wise methods and under genial influences, to become to such an extent lovers of literature, to such an extent interested in science and art, to such an extent seekers after healthy and manly intellectual growth, that they shall, in this respect, continue through life to regard themselves as children, and, aided by the school at the Free Public Library, never cease to be scholars until they shall cease to exist.

We claim for the young, before they shall leave the schools and enter upon a life of care and toil, the inevitable condition of nearly all the race, such a development of the germs of a true mental growth as shall lead them to regard the books of the library as profitable helpers and valuable and pleasant companions. The full value of a Free Public Library never can be known, until there shall be a fitting preparation for its use.

We shall close our remarks upon this topic by a quotation from the last Annual Address of His Excellency, Governor Bullock. It will both justify and aid us.

"Accompanying all this increasing liberality in the support of public schools, there has been exhibited by teachers and by a large class of citizens, who have become interested in the subject, a growing and expanding spirit of inquiry. Methods of instruction and all the generalities and particulars of the entire system are subjected to

open scrutiny and discretion. In all the callings of life, the best modern thinkers are expending their most ingenious and laborious thoughts upon this field of investigation. In the wide range of topics their inquiries have raised, by no means inconsiderable or unimportant has been that of the discipline and government of the public pupils; *I call them public pupils, because they are all such, though not taken from home or parentage, yet the wards of the State, under its beneficent and paternal care.*"

An examination of our list of donations exhibits the gratifying fact, that the number of those who exhibit their interest in our institution by adding to its accumulations has not lessened during the year. Our old friends have not forgotten us, and new ones have been added. As we look over our annual reports which now constitute a large and interesting volume, we feel both grateful and exultant in view of the extent and the value of the donations which have been bestowed upon us. We have a right to rejoice, and should feel ourselves unfit for the position you have bestowed upon us, were we not grateful, as we think of the "aid and comfort" we have had extended to our institution by the benevolent and enlightened of our city and the country. We have never lost sight of our obligations in this particular; and

every report has borne testimony to our deep and ever deepening sense of gratitude to our numerous and liberal benefactors. Again, and most sincerely, do we renew the expression of our thanks.

As we look over the list of donors, we find there a name which has been rarely absent from it, but which can be seen there no more. THOMAS A. GREENE, always an interested and active friend of the Free Public Library, can no longer extend to us his pleasant and profitable assistance. He has left us, and his pure and richly endowed spirit has passed into a higher and holier sphere of action. In connection with this report* we shall give expression to our feelings and sentiments in relation to our departed and respected fellow-citizen in the words of those whose friendship and affection have prompted them to bear public testimony to his labors and his virtues.

It is for us here to refer, not only to his friendship for our institution, but to his earnest labors in our behalf, and his frequent and valuable contributions. And we have ever counted it among the many fortunate circumstances which have attended the history of our library, that of the five thousand volumes of books which came to us from the Social Library, a large proportion was selected and purchased by him. For many years he was the active manager of that valuable collection, and

* See Appendix.

his long continued and enlightened labors in that capacity resulted in laying a firm and broad foundation for the Free Public Library of the city of New Bedford.

By an order of the City Council, the funds belonging to the library have been placed on interest in the city treasury.

Our last report showed a balance unexpended of the income of those funds and of other items which constitute the credit to the "Trustees of the Free Public Library,"

Of	$387.32
Balance as above,	387.32
Income from "Howland" and "Morgan" funds,	169.00
	$556.32
Expended during the year,	77.50
Balance unexpended,	$478.82

The balances of the several accounts are as follows:

George Howland, Jr., fund, (income,)	$277.57
Charles W. Morgan fund, (income,)	41.85
Horticultural Society fund,	84.40
Charles Congdon fund,	75.00
Total, as above,	$478.82

The new catalogue is in the press. The progress of the work will be as rapid as is compatible with perfect accuracy and a neat and tasteful execution.

All of which is respectfully submitted.

JOHN H. PERRY,
GEORGE HOWLAND, JR.,
ANDREW G. PIERCE,
GEORGE F. KINGMAN,
JOHN P. BARKER,
JAMES B. CONGDON,
} Trustees.

New Bedford, January 4, 1868.

APPENDIX.

THOMAS ARNOLD GREENE.

We have thought it due to the memory of Thomas A. Greene, to republish, from the New Bedford Mercury of December 16th, 1867, the following notice of that much lamented man, written by James B. Congdon.

Under our obituary head will be found an announcement of the death of Thomas A. Greene. He died at his residence on State street, in this city, on Saturday morning last, at one o'clock, aged 74.

No injustice is done to the living by the remark, that no man could have been removed from us whose loss would have been more widely and deeply felt; no one who would have been more universally and sincerely mourned.

As an instructor of youth, revered and beloved by all whose happiness it is to have stood towards him in the relation of pupils; as an enlightened and devoted friend to education, blessed by thousands of those who have been aided and encouraged by him in their efforts for intellectual improvement; as a conscientious, intelligent, firm and persevering legislator, a pioneer in those reforms in our criminal and educational legislation, which are now blessing the whole Commonwealth; as a philanthropist, whose feeling heart never listened unmoved to a story of suffering, whose hand was ever open to relieve, and whose wise counsels were always ready to aid in every effort to extend to the erring and unfortunate the blessings of temperance, purity and a sustaining Christian faith; as a scholar, ardent in his love of learning, and claiming for all high and healthy intellectual pursuits a value and enjoyment in themselves that made them their own exceeding great reward; as a lover of nature, alive to all her beauties, a skilful and devoted searcher after her secrets, and familiar with the methods by which science aids the inquirer in his labors; and above

all, and as the complement of all, as a humble, faithful, self-denying and consistent Christian gentleman, he has moved among us for half a century, a blessing and a praise to our community, an example of a rare and elevated manhood.

Thomas Arnold Greene was a native of East Greenwich, R. I. He took his name from the father of the venerable James Arnold, of this city, who was his mother's brother.

His labors as an instructor of youth commenced in 1812, when he was appointed assistant teacher in the Friends' Academy in this city, then recently opened under the charge of John Brewer, taking the place of James Scott, the first assistant.

In 1817 he became one of the principals of the institution, being associated in its management with Moses Moody. After the first year the latter left, and Mr. Greene took the entire charge, having at one time Joseph Congdon, late of this city, as an assistant.

In 1826 he was appointed a trustee of the Academy, a position which he held at the time of his death.

In 1827 he was elected a member of the General Court of Massachusetts, and was returned every year until 1836, when he declined a re-election; but he was soon called again to the same position, and was one of our representatives from 1838 to 1841, both years inclusive, thus serving in that capacity for thirteen years.

New Bedford was never more faithfully represented; and few men have served the Commonwealth as members of the General Court, whose labors have resulted in more useful and enduring advantages to the people. It was during the period of his membership, that the reforms in the arrangement and management of our prisons were inaugurated and carried through, and our prison discipline elevated from an instrumentality for the infliction of punishment to the dignity of a Christian-like effort for the reform of the violators of law. He brought to the consideration of this subject a feeling heart and an enlightened understanding. As a member of the committee on prisons he labored zealously and effectually, and his name should ever be associated with those who have aided in the great work, not yet completed, of applying the principles of humanity and the Christian faith to the moral elevation of the prisoner.

About the same time an effort, and a successful one, was made to raise up the public schools of the Commonwealth, which had fallen into a condition most deplorably inefficient. Mr. Carter, of Lancaster, found in the subject of our notice an able and a willing coadjutor; and the way was made clear for the entrance of Horace Mann upon a field of labor, in which he reaped a harvest of renown, and from which the people gathered the rich fruits of this noble effort for their elevation and advancement.

It was during his term of service in the General Court that the effort was made which proved successful, to make a half shire of the town of New Bedford. The movement was strongly opposed, but the

measure was carried; and perhaps nothing did more towards bringing about a successful result than the speech of Mr. Greene. It was published in full in the New Bedford Courier, a newspaper then published by Benjamin T. Congdon, to whose editorial columns he was a regular contributor.

For several years, he served, with much satisfaction to the people, as a county commissioner for the county of Bristol.

As a director of the New Bedford Social Library, Mr. Greene did a good work in aid of the intellectual, and moral elevation of our community. Of the five thousand volumes of valuable books which were transferred from that association to the New Bedford Free Public Library, the largest part were selected by him; and prompted by his love of knowledge and literature, he was ever anxious and active to diffuse the means of intellectual culture among the people.

He was a pioneer in the establishment of our Lyceum, one of its managers, and for a time its President. He delivered the address at its opening, which was printed, the only exercise of that character ever thus honored.

Ever ready to labor in the cause of popular education, in 1843 he accepted a place upon the school committee of the town. He served for four years under the old form of government, and when we became a city he was continued for four years longer.

In no position were his services for the public more useful or more highly appreciated. For a portion of the time, in anticipation in fact, if not in form, of the appointment of a superintendent of schools, he held in the school committee and towards the schools, a relation, the duties of which were the same.

Nor were his labors in this direction confined to the children of the public schools. While he was untiring in his efforts to give to all the benefits of a good English education, his love of a more elevated scholarship led him to lend the aid of his classical tastes and acquirements to many a youth whose aspirations for a higher cultivation had his sympathy and approval. Hundreds are now living who can testify to his zealous and unremunerated labors in their behalf, whose circumstances were adverse to an unaided effort to the attainment of the knowledge for which they were seeking.

His efforts in the cause of education and his sympathy with the unfortunate and the fallen, led to his appointment, when the Reform School at Westborough was established, as one of its first board of trustees. For six years he gave much of his time, and his affectionate spirit, his sound judgment and his practical wisdom in aid of that pioneer effort to save and to elevate the youthful offenders against the law.

As a manager, and for a portion of the time its President, his name is found upon the records of the New Bedford Port Society for nearly the whole period of its existence, over thirty years. Ever earnest, hopeful and discreet, his efforts on behalf of the seamen of our port

have always been held in high appreciation by his fellow laborers in this field of philanthropic effort.

He loved nature, and never failed to devote a part of his time to the exploration of her laws and her works. In his extensive walks among the fields and forests of our vicinity, the tin case of the botanist was always his companion; and much did it add to the pleasure of his pursuit, if he could, as he often did, find some sympathizing youth to accompany him in his rambles, to whom he could impart the glow of his own love of nature and with whom he could enjoy the pleasure she never fails to impart to her faithful votaries.

His collection of shells is one of the most valuable in our State. To gather it, has been the pleasant labor of a great part of his life.

His library, the largest private collection in our city, affords evidence of his love of science, and his success in its cultivation; while his selections from classical literature bear testimony to his cultivated taste and of his appreciation and enjoyment of the most elevated productions of genius. He loved the beautiful in literature as in nature. With the favorite New England poet, he might say, all things beautiful

> "For evermore repeat
> In varied tones and sweet,
> That beauty, in and of itself, is good.
> No unbefitting task was mine,
> To weave these flowers so soft and fair,
> In unison with His design,
> Who loveth beauty everywhere;
> And makes in every zone and clime,
> In ocean and in upper air,
> All things beautiful in their time."

Mr. Greene was fond of his garden and loved to share with his friends the fruit and flowers that were the result of his own skill and industry. It will be remembered by those who visited the exhibitions of fruit made by the New Bedford Horticultural Society during its brief existence, how large a share of the contributions were from him. Our county exhibitions also were for many years enriched from his small, but highly cultivated garden. Of both city and county societies he was a member and an active manager.

Placed early in life in circumstances which rendered it unnecessary for him to give much of his time to business pursuits, having no children for whose training and support he was called upon to labor, and no habits or aspirations which called him to devote his time or talents to the acquisition of wealth, or of office, he gave himself up to those pursuits which yielded the highest satisfaction to his pure taste and cultivated understanding, and which, at the same time, met the

demands of that love to God and love to man, which formed the basis of his character,

"In his steady course,
No piteous revolutions had he felt,
No wild varieties of joy and grief.
Unoccupied by sorrow of its own,
His heart lay open; and, by nature tuned
And constant disposition of his thoughts
To sympathy with Man, he was alive
To all that was enjoyed where'er he went,
And all that was endured."

Mr. Greene was, by birthright and conviction a member of the society of Friends. He *believed* in Quakerism, in its simple faith and in its simple forms; and although he had no recognized right of membership in the society whose meetings are held here, and whose head-ship is the New England Yearly Meeting, he was rarely on the First or Fifth day of the week absent from its religious gatherings; and the last rites for the departed will be performed under the care and guidance of those who have never ceased to recognize his claims to be included in the brotherhood of faith.

Upon the Yearly Meetings in New York, of those by whom he was regarded and beloved as a member in full standing, he was a constant attendant.

Wherever he was, he never failed to exhibit the simple manners of the society with which he was connected; and while in costume and speech he announced to all his consistent devotedness to the customs of the sect to which he belonged, his life-long devotion to the cause of human welfare, and his entire reliance upon the power of the Christian faith as the only effectual instrumentality in the work of man's moral elevation, gave him an unquestioned admission and fellowship into the ranks of all who are laboring in the cause of God and humanity.

Such is a brief and imperfect outline of the life and character of Thomas A. Greene. He has passed away, and there will follow him a record full of the good works which bless mankind and glorify God. Thousands are living to-day, better, holier, happier men, women and children, because he has lived, and lived to love and to serve his fellow men. And these are the monuments that will preserve and hallow his memory here, and these his crown of rejoicing in his mansion above.

Remarks made by Rev. William J. Potter, of the First Congregational Society, at the Friends' Meeting House in New Bedford, December 17th, 1867, at the funeral of THOMAS A. GREENE.

I do not wish, friends, to intrude on the order of this service. I know how the spirit of him whom we mourn to-day would rebuke anything intrusive. I have felt also as we have sat here together in silence, how beautifully appropriate is this quiet meditation to the character of our deceased friend. Yet I feel too, that he would bid any one speak the words that press to the lips; and we might seem to do wrong to his memory, did we not strive to utter some of the lessons, which in the silent solemnity of the hour, inevitably come to our thought from his life. My own conscience would hardly be at rest, if I should go from this house without expressing somewhat my sense of the loss that has befallen this community by the death of our friend, and my appreciation of the rare worth of the life now in its earthly form finished. I would speak simply as one who had learned to esteem and admire him as a friend, one who for several years lived as his nearest neighbor; and in this capacity I would bear my testimony to his many virtues.

Yet I cannot speak as would many of you, dear friends, who have met here to-day and who have lived with him through the whole of fifty years, since the fortunes of life brought him to this community, and who have been through all these years constant witnesses of his consistent manhood, and of his beneficent influence as a citizen. We might find those who have had a larger circle of acquaintances, who have filled more space in the business and social activities of the community, whose names have been oftener mentioned, and who have achieved a wider fame beyond our local bounds, but we should go far to find one who in all respects has been for fifty years such a steady power for good in our town and city — so intelligently and consistently interested in all objects of public welfare, so refined and scholarly in tastes, so upright and pure in morals, so kindly humane in sympathies, so beneficent by constant activity and habit, so ready to aid any cause of human elevation and progress, so faithful to every private and public duty.

And with what a beautiful simplicity, with how little noise and show, all these fifty years have been lived, and all this excellent work been done! How gentle, how modest, how child-like he was! Yet there was a wonderful stability and firmness in his character. We feel that this man would have suffered death for his convictions of truth and right, if that testimony had been required of him. But with this strength and adherence mingled womanly mildness, and the tenderest love and charity. He had his cherished religious belief, his chosen denominational attachments, and he always, and everywhere lived

consistently with them. But his sympathies were broader than any sect — reaching wherever there was any truth to be discovered, or a fellow man to help. And, as has already been well said in this assembly, we meet to-day around his remains as he would have us meet, on the common ground of our common humanity.

"Peace to his memory." Yes! but standing in this presence, something seems to me to change the words, and to say "Peace from his memory." What else but peace can distil into our hearts, and into the life of this community from the harmonious record of this consistent, completed life. Very precious, very comforting must be that peace which comes now from his memory to you, dear friends, whose hearts are most closely touched by this bereavement. His peace indeed rests upon you to heal and to bless to-day. You believe in God, you believe that He the Infinite Father has called your friend with whom you have lived and walked so long in sweet company upon the earth, to the heavenly home and to its delightful service and companionship. Believe also that he has gone to help prepare a place for you, that where he is there you may be also.

And for us, his fellow-citizens, what is the chief lesson of his life? Is it not this — that we need not seek any far away duty, any high and brilliant sphere of action, any position of large renown, in order to live a useful, even the most useful life? We may find, as did our friend, our duty close beside us; may find ample means and opportunities for usefulness in our own community, among our own neighbors.

Whosoever so lives, faithfully serving God and man, as most to enlighten, elevate, bless the community where he chances to make his home, he lives in the most effective way for promoting the great interests of mankind, and for helping to establish the kingdom of Heaven upon earth.

Let us so take this lesson of our friend's life to heart, that we may make it henceforth our first aim so to live, that this community shall be the better and happier for our lives, and that when our bodies die, the influence of our character shall still remain for good, to bless this city and its people long after we are gone.

Having borne this testimony to what I know of the virtues of our friend, I can now do no more than commend his character to our affectionate remembrance, and the beautiful spirit of his life to our imitation.

1868—CITY DOCUMENT, No. 8.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

SUPERINTENDENT'S ANNUAL REPORT,

FOR THE YEAR 1867.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

In Board of Aldermen,
January 4, 1868.

Received and ordered to be printed, and sent down for concurrence.

Henry T. Leonard, City Clerk.

In Common Council,
January 4, 1868.

Concurred.

Wm. A. Church, Clerk.

REPORT.

In cheerful compliance with long established custom the School Board present to their constituents their annual report for the year 1867.

In a retrospect of the past year one of the first things that arrests the attention and claims our notice, (having occurred but a few days ago,) is the death of THOMAS A. GREENE, who for seven consecutive years was chairman of our School Board; and for more than half a century that he has resided among us, has been the sincere, able and earnest friend of popular education, and by his gentle, unobtrusive and ennobling influence, and his constant, persistent and unostentatious industry, has accomplished an amount of good in this community that can hardly be over-estimated. Fortunate for us will it be, if our Schools furnish worthy successors to emulate his example and to continue the work in which he labored so well.

Our schools have not enjoyed the same exemption from disease it was our good fortune to report in 1866. It will be remembered that in that year there was but a single death among all the four thousand scholars in our public schools, a fact that speaks volumes in favor of our city. Whooping cough, mumps, measles, diptheria and scarlet fever have invaded our schools to a greater or less extent the past year, and death has followed, removing a few of the loved ones to the care of the Great Teacher. Notwithstanding the prevalence of all these diseases, we have great cause for gratitude in being able to report but very few cases of mortality.

We have at present twenty-four Public School buildings, including the Farm School or Alms House School building. In these twenty-four school-houses are twenty-nine separate and distinct schools, exclusive of two adult evening schools accommodated in rooms hired by the city. We employ eighty-two

teachers, beside the teacher of music, the teacher of drawing and six teachers in the two adult evening schools. The whole number of scholars in these schools is over four thousand. The annual expense for their support exceeds fifty-five thousand dollars.

GENERAL CONDITION OF THE SCHOOLS.

We are glad to be able to report our schools in a very excellent condition. There has been gradual and constant improvement throughout the year. The Superintendent, Mr. Harrington, has devoted his whole time to their supervision, and has labored assiduously and effectively in striving to promote all their interests.

The teachers have worked with such devotion, ability and earnestness, as to command our hearty approbation; and are constant in their efforts to improve themselves so as to enable them the better to discharge their duties towards their pupils.

The scholars, by industriously applying themselves to their tasks, and by their general good deportment in school, have entitled themselves to high commendation.

We confidently assert that at no time have our schools been in better condition than the present, and we believe they are to-day accomplishing a greater amount of good in our community than at any previous time.

For a more detailed report of the internal operations of the schools, the studies taught, the modes of teaching, the methods of discipline and the influences and agencies employed in securing results, reference must be had to the report of the Superintendent, which will be found hereto annexed.

EXPENDITURES.

The committee on accounts have passed bills for the year ending Dec. 31, 1867, which have been subsequently approved by the Chairman of the Board, and by him entered upon a book kept for that purpose, which is open to the examination of any of our citizens, as follows, viz:

For Books, Advertising and Printing	$1,619.29
" Fuel	2,341.48
" Heating Apparatus	999.28

For Furniture and Fixtures	2,773.68
" Alterations and repairs	2,151.89
" Cleaning, Whitewashing, &c.	844.44
" Sweeping, Fire Making, Bell Ringing, &c.	1,473.89
" Salaries of Teachers	40,987.38
" Miscellaneous	1,152.46
	$54,643.79

TEXT BOOKS.

No change has been made in text books during the year. The city generously supplies schools, free of charge for the education of all our children, and the law provides that in cases where the parents are unable or unwilling to furnish the necessary school books, it shall be done at the public expense; and where the parents are able to pay for them, the cost shall be added to their tax bill, and collected by the collector of taxes. Our custom has been, with the poor, to lend the books, the city retaining the ownership.

ALTERATIONS AND REPAIRS.

No new school house has been built, and no considerable repair has been made upon the outside of any school building the past year. A school-room has been constructed in the attic of the Parker Street Grammar School-house, made necessary by the greatly increased number of scholars crowding that school, and the failure of the city government to make the enlargement to the building asked for by this Board and still urgently needed.

A school-room has also been finished in the attic of the High School building for the use of a portion of the High School scholars. This school has had a larger number of scholars the past year than at any previous time in its history, and it seemed to be absolutely necessary to finish this room, to be able *tolerably* to accommodate the excess of scholars. With the best arrangement the committee have it in their power to make, the school suffers great inconvenience, which detracts from its efficiency and reflects discredit upon the city government for neglecting to provide the requisite accommodations.

SCHOOL-ROOM FURNITURE AND FIXTURES.

The school-rooms throughout the city have been furnished with black-boards or slated walls at an expense exceeding six hundred dollars. This expenditure has long been seriously needed, and it is believed, though large, will prove a judicious investment in supplying the teachers with a valuable auxiliary in illustrating the various branches of study taught.

During the month of July last, the scholars of the High School gave an entertainment to the public, in Liberty Hall, consisting of Mr. J. M. Hagar's "Allegory of the great Rebellion," under the direction of Mr. Hagar. There were two evening performances and a matinee. From the proceeds of these exhibitions they were able to exchange the old piano belonging to their school for a splendid new five hundred and fifty dollar Chickering piano, to buy a piano cover and stool, and have left over eighty dollars, which now stands to their credit in the New Bedford Institution for Savings, to be used by them, for their school, for purposes for which they would not feel justified in asking the city to make expenditures. It is believed that in addition to the money received by the school, the benefits derived by the scholars from Mr. Hagar's musical and elocutionary training made necessary in preparing for the exhibition, more than compensated for the temporary interruption in their studies.

Several school-rooms have been supplied with new furniture. The old seats of bygone days have given place to single desks with chairs of the most approved pattern, adding greatly to the improved appearance of the school-room and the comfort and convenience of the scholars, as well as the order, neatness and taste of the school. *Outward surroundings bear an important part in educational influences.* It is hoped that hereafter, as heretofore, whenever there may be occasion for new desks for the scholars, that *single* instead of *double* desks will receive a decided preference. The scholars in our public schools spend thirty hours per week in the school-room, while our churches are only occupied less than a third part of that time, and yet the floors of the latter are carpeted and the seats cushioned, and great expense incurred to make them beautiful and attractive, while the school-rooms are uncarpeted and uncomfortable, and

but little is done to adorn the rooms or to gratify the taste. The scholars are at an age, when to sit still with the most comfortable seats is more difficult, and also if the seats are uncomfortable, is more dangerous to health, than for adult church-goers; when adornments and conveniences would have greater influence in permanently moulding the taste and feelings, and developing right conduct and character than in adults. We do not mention these matters that less may be done for the church, but that more may be done for the school-room. While the one is properly remembered, the other should not be neglected. But it may be asked, do you propose to finish and furnish a school-room as nicely as a church? We ask, why not? We have shown that there is *greater* need of it, and *it would not be abused.* No boy tries his jack-knife on the pew of a nice church or on his mother's nice parlor furniture, and he would not on the equally nice furniture of the school-room.

CARE OF FIRES AND SCHOOL-ROOMS.

It has been customary to hire some one at a cheap rate at each school-house to attend to fire-building, sweeping, &c., without much reference to the responsibility or judgment of the employee. We believe it would be an improvement to employ some responsible, competent man, to take charge of all such work for all the schools in the city proper; that the schools would be better served, with less expense, than under the present system. The selecting of the right man for the position, and defining his duties, has been neglected, and so the old system has been continued. We recommend to our successors the change above indicated.

NEW HIGH SCHOOL HOUSE.

We cannot refrain from again earnestly urging upon our fellow citizens the immediate necessity for the construction of a new High School House. Another year's observation and experience have given strength to our conviction that the longer this much needed improvement is delayed the more our educational interests will suffer, and we cannot suffer here, without of necessity suffering in all our other interests. We know the time is inoppurtune, that we are struggling under heavy debts and bur-

densome taxation, but we know also that when an individual or a community has unusual burdens to bear it is important to fully develop all their abilities and resources; and this can only be done by the best methods of teaching, with the most favorable circumstances for their application. We feel sure that if our citizens could compare the facilities of our present High School House, with those in some other places, their verdict would be unanimous for a new building. The business is theirs; we only ask, but ask earnestly that they will make themselves familiar with the facts and circumstances in the case, and decide as duty seems to dictate.

ALTERATIONS OF SCHOOL HOUSES RECOMMENDED.

The money expended for the Parker Street Grammar School would be productive of a great deal more good if the school-house could be enlarged as asked for by the school committee of the last two years, so as to place the school on the department plan. We believe sound economy requires an enlargement of this building, and so believing, our duty is not done until our convictions have been made known and all proper efforts made to secure the desired result.

When the High School removes from the chambers and garrets it now occupies, to the new house it is hoped will be built for it at no distant day, the Grammar School now on the first floor of the same building with the High School, can be excellently well accommodated with the whole building at its disposal.

The Fifth Street Grammar School House is a fine structure and a credit to the liberality of our citizens. To carry out the department plan completely, a hall is needed for general exercises for the whole school, which cannot be had there without raising the roof. This done, but little would be left to be desired.

APPROPRIATIONS.

New Bedford has occupied an honorable and liberal position in educational matters, since in conformity to law, in 1822, she first established public schools. Her first appropriation was twelve hundred dollars, and as her population and the wants of the age have increased, she has almost uniformly increased her

appropriation, until the present year, when it amounts to the sum of fifty-three thousand dollars.

Out of three hundred and thirty-five cities and towns in the commonwealth, our city for the year 1865–6 ranked the sixteenth in the amount appropriated for each child between five and fifteen years of age. Our appropriation amounted to ten dollars and sixty-two cents for each child. The largest sum appropriated by any town was twenty dollars, seventy-six and two-tenths cents. The smallest, one dollar and sixty-eight and one-half cents for each child.

Our appropriation in proportion to our means, gave us the rank of two hundred and twenty-two. Our appropriation being but one mill and ninety-nine one hundredths of a mill on a dollar of the taxable property.

Our percentage of attendance of the children in our public schools was seventy-four and one quarter, giving us rank one hundred and ninety-three in this regard.

We confidently believe that while greater effort than ever before is making in the cause of education, and greater need exists for the general diffusion of intelligence, New Bedford will maintain and improve the honor of her record, which can only be done by a careful study of her educational necessities, and a judicious liberality in providing for their relief.

SALARIES.

The salaries of our male teachers have been increased during the year about twenty-five per cent., making them correspond more nearly with the price paid for similar services in other cities of the commonwealth. The salaries of the female teachers are substantially the same as last year, being a little less than one-third as much as we pay our male teachers. Why a woman who performs the same service as a man, and does the work equally as well, should not have the same pay, is a question we must leave to others to solve. The compensation of our female teachers is but little if any more than that paid for uneducated labor. We believe justice to them requires that their salaries should be increased, and we feel justified in advocating the increase, not for simple justice to them alone, but because it would bring to the work better minds, more efficient workers,

and thus elevate not only our public schools, but the whole community.

CHANGE OF TEACHERS.

Two of our grammar masters, after many years of faithful service in our employ, have left us — one, Mr. JAMES S. BARRELL, to take charge of a large school in Lewiston, Me., at a salary above what we were paying; the other, Mr. IVORY S. CORNISH, to engage in other pursuits. Three excellent female teachers have left us, not for higher salaries but from higher convictions of duty, and are now engaged in teaching freedmen at the South. Two only have been married; one lives to bless her friends and sheds her genial influence in the Pine Tree State, while the other, richly endowed with excellent gifts of mind and heart, universally loved and respected, full of hope and promise for a long and happy life, is no more. Our heartiest and best wishes go with the living, and our tenderest recollections follow the dead.

MUSIC.

A teacher of competent ability and large experience has been engaged to give lessons in music in the High, Grammar and Ungraded schools. We believe that children may be taught to read music with the same facility that they can be taught to read language, and that so much of a practical knowledge of music as it is proposed to give in the public schools may be secured, without in the least retarding the progress in other studies. The relief afforded to the mind by the limited time devoted to music will the better fit the scholars to pursue other studies pleasantly and profitably.

DRAWING.

The study of drawing under the same efficient teacher as hitherto has been continued in the High and Grammar schools with undiminished success. This branch of study is every year attracting more and more attention, and its importance in a practical education and in the practical duties of life are beginning to be better appreciated. We believe proper attention given to this branch of study will be found to *pay*.

PHYSICAL EXERCISES.

The subject of gymnastic exercises in the schools has been largely neglected for the last two years. The matter was referred to a special committee by the Board of last year. That committee gave to the duty assigned them considerable attention and study, but did not complete their plan and report, and the present Board have suffered the subject to rest in quiet. It is hoped the incoming Board will give the matter the consideration it demands.

ADULT EVENING SCHOOL.

The first Adult Evening School established in this city was opened in December, 1847, and has been continued every winter since. The past year we have had two such schools, one in Sears' Hall, on Cheapside, the other, to accommodate those living in the northerly part of the city, in the building on the south-west corner of Pearl and Purchase streets. There are three teachers employed in each of these schools. Each school is opened three evenings in each week for the admission of pupils of both sexes. The whole number of scholars in the Sears' Hall school is, males sixty, females thirty-four. In the North School, males sixty-five, females fifty-three. The scholars appear to be interested, diligent and anxious to learn, and these schools seem to be supplying a want that would be otherwise neglected.

CONCLUSION.

In concluding our report, we desire to tender our tribute to the labor and influence of teachers. No class of the community performs more important labor, and no class exerts greater or more permanent influence. The teacher is emphatically a producer, for his labor is to develop and train brain-power, and this is the most productive of all power. It enables the farmer to produce more from his acres, the manufacturer more from his machinery, the merchant more from his ventures; without it the professional man would be worthless; with it the common laboring man devises modes of accomplishing his work with greater ease and rapidity. But it is not in developing brain-

power only or chiefly that the teacher's service is valuable. His influence in forming correct *habits* of thinking and feeling is where the great value of his service rests. The training to close and accurate observation and investigation, to promptitude, to industry, to acting from high and honorable motives, a true *esprit de corps*, to a correct taste, to a love of humanity, of country, and of God, these are transcendently more important than a knowledge of arithmetic, grammar and geography and all the knowledge of the books. While the books should be attended to, the weightier matters should not be neglected. We would raise high our ideal standard of the teacher, and then try to find teachers that come up to our standard.

As an inducement to teachers to elevate themselves to our standard, we feel that it is necessary they should be better compensated financially, and better honored by a proper appreciation and recognition of the dignity and worth of their labor and influence in training our children for the highest usefulness and the truest christianity.

Respectfully submitted in behalf of the Board.

CHARLES ALMY, Chairman.

On motion of Mr. Rodman,

Voted, That the thanks of the Board be presented to the Chairman, Charles Almy, Esq., for the able and impartial manner in which he has presided at the meetings of the Board during the past year.

On motion of Dr. Swasey,

Voted, That the School Board express their high appreciation of the services of William Howe, Esq., for twenty-one years Secretary of the School Committee, and their hope that in some way the incoming Board may secure his continued service.

Voted, That the above votes be appended to the Annual Report.

THOMAS A. GREENE.

By vote of the School Committee, December 23d, the following preamble and resolutions were ordered to be entered on the records, and published with the Annual Report.

The School Committee of New Bedford, desirous of testifying their respect for the memory of the late THOMAS A. GREENE, for many years a member of the School Board, order the following resolutions to be spread on their records, and direct their Secretary to send a copy to the widow of the deceased.

Resolved, That the Committee gratefully acknowledge the long and faithful service of the late THOMAS A. GREENE in the cause of education; his assiduous labors as a member of the School Board; and since his retiring from it, his lively interest and its constant manifestation, in the public schools of the city.

Resolved, That to his large culture, his warm sympathy with teachers, his generous encouragement of pupils, and his wise counsels, the Public Schools of our city are greatly indebted for their success; and that the memory of his devotion to their interests should be kept fresh, as an incentive to the imitation of his example.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1867.

SUPERINTENDENT'S REPORT.

To the School Committee of the City of New Bedford:

GENTLEMEN: — In conformity with your regulations I hereby submit my third annual Report.

The close of the year finds the schools under our charge in a healthy and progressive condition. As a whole, they are in a far better condition than at any previous period since I have been connected with their management. While I cannot assert that any teachers have arrived at perfection in all branches of their work, and while the methods of some are characterized by marked defects, there are those in our corps who have achieved unusual success, and there are none who are not, to some extent, worthy of approbation. This gratifying result is owing in good part, as I believe, to the fact, that the Committee have not been satisfied to keep the schools moving along in a decent conformity with the prior routine of action, but have gone back of methods into principles; and arriving at certain definite and vital purposes and aims, have been earnest to have them realized in the practical working of the schools. There has been steadily felt from this source an inspiring and uplifting power. The teachers have been led to concentrate their attention and interest on what they have appreciated to be held in so much esteem by the Board. My personal influence has been greatly enhanced, and a unity of feeling and endeavor has been created, that could not fail of superior results.

The Chairman has spoken in detail of such matters of general interest as it is desirable to notice at this time; there is nothing in the condition of the several grades that I think it necessary specially to enlarge upon; and I will therefore confine myself to some remarks on our school system as a whole.

My use of the word *system* suggests at once the important fact to which I would direct the attention of this community.

It is that our public schools are indeed working under what we may proudly point to as a fully organized, clearly defined and intelligently effective system, equal, in all its parts, as we believe, to the very highest corresponding arrangements in any quarter of the land.

I speak in general terms. I would not be understood to say that such a system is in vogue among us, in full perfected application; for such is not the case. In part, its principles have only just now been embodied in a practical form, so as to be available. In part, again, there are impediments to its realization, interposed by insufficient or inconvenient school accommodations. And I mean only to assert that such a system has been fully organized in the abstract, as an embodiment of the principles and methods that, in the view of the Board, should control the free schools of such a community as ours. But, just as fast as circumstances would permit, it has been brought into actual use; and it will be interesting to pass its chief features in review.

I will speak of it under three heads, corresponding to its chief divisions, viz: Discipline, Organization and Course of Study.

DISCIPLINE.

If scholars of either sex, attending regular schools, exhibit confirmed habits of truancy, or characteristics so perverse or pernicious in influence, as to render continuance in those schools unprofitable or improper, they are transferred to the Ungraded School. If the habit of truancy be still persisted in, the services of the truant officer are called into requisition, who follows up the offenders with sedulous attention, allowing them no rest in their evil courses, and endeavoring to inspire the conviction that those courses will prove practically unprofitable. If this expedient fails, we have, so far as boys are concerned, the further recourse of a complaint to the Police Justice, and a sentence, for a longer or shorter period, to the Farm School.

Thus there is a complete and effective system of control; the grossly offending are removed from opportunity of exerting an injurious influence over innocent companions, and a succession of appliances meets the obstinate wrong doer, that finally arrests him in his vicious progress. So long as our several disciplinary agencies, the truant officer, the Ungraded School

and the Farm School shall continue as effective as at present, I can suggest nothing that would better serve the purpose.

But before I leave this topic, it is my duty to say that, in some respects, we do not realize all the good results of which our system is capable. I refer to the conditions under which the truant officer, Mr. SEARS, has prosecuted his labors. While he has devoted much time to them, and amply proved by his success their inestimable importance, he has done all in addition to his ordinary duties as a police officer. He has been excused from none of those duties on this account. He has not been directed to report for instructions to the school authorities; consequently there has not been that system of action on which the largest efficiency must manifestly depend. During the sessions of the schools he should be detailed for school services, so as to acquaint himself thoroughly with the condition of every child, within the prescribed school years, who is not a regular attendant upon school, and to follow up every case of truancy with prompt attention. Moreover, in consequence of the desultory manner in which he has been compelled to operate, he has given comparatively little attention to the ordinance respecting "neglected children" of which he is the executive officer, and thus a field of inquiry and action of vital importance, remains almost entirely in abeyance.

I trust that we shall still be favored with the services of so competent an officer. Through his influence from thirty to forty youth have been restrained from reckless license and continued more or less steadily at school. And let us hope that the City Government, in making arrangements for this important service during the coming year, will not be satisfied to have it partially performed, but will establish it on a basis of entire efficiency.

ORGANIZATION.

In a second fundamental particular our school system has been placed in a highly satisfactory condition, viz.: its organization.

During the past years the schools in the city proper have been divided into four grades, Primary, Intermedial, Grammar and High; that had certain common limits, and preserved a certain degree of uniformity in their several schools. But in

reality, so vague and general were the prescriptions under which they were operating, that no two schools of the same grade were constituted on the same basis. Each was subdivided into as many classes as suited the ideas of its own teachers; producing great diversity of structure. And the range of study was correspondingly irregular.

The existence of the Intermedial grade, moreover, that originated in a false principle of classification, was constantly producing trouble in regard to discipline, and anomalies in regard to study.

Radical changes have accordingly been instituted. The Intermedial grade has been abolished in theory all over the city, and in fact also, so far as circumstances would allow. Thus the upper classes of the Merrimac, Parker and Maxfield street Intermedials have been united with the Parker street Grammar School, enlarging its numbers to nearly 400, and their remaining classes now constitute the upper classes of thoroughly classified Primary Schools, which occupy the entire buildings in which they are located.

The Grammar Schools were similarly working, each according to its own peculiar classification and methods; having in common only the terrible bugbear of an arbitrary technical examination for admission to the High School, occurring twice a year, for which, of necessity, they were preparing their scholars by an equally technical course of study.

This condition of things has been regenerated. The schools of this grade have been reorganized on a common basis, so constituted, that the scholars are to be moved forward in mass from class to class on a scale of minimum requirement, that will give average ability and application a fair chance. And thus ascending, at the proper stage of advancement, they will be forwarded, after having been tested by a thorough but not an arbitrary and repressive examination, held once a year only, into the High School.

Thus the organization of the schools has undergone a radical change, and they are placed in the most favorable condition for efficient work. The results, thus far, have proved eminently satisfactory. The new Primary Schools are manifesting a marked and wholesome efficiency, and the Grammar Schools sent to the High School in July last a larger number than ever

applied for admission in any one year before, whose culture and fitness, by testimony of the High School teachers, will not suffer in comparison with the standing of any previous class; and there are nearly or quite *two hundred* in the present first classes of the Grammar Schools, the most of whom are in preparation for the High School; nearly double the number that have been at any one time so situated before.

COURSE OF STUDY.

Having described the improvements in regard to discipline and organization, it remains to speak of proposed changes in the course of study.

The existing prescriptions in relation to the studies to be pursued are altogether too vague and indefinite to serve as sufficient guides. Of a consequence there is no uniformity in any two schools of the same grade.

Each pursues its own course without special reference to any other, and no two classes of the same relative standing have ever been doing in all respects the same work at the same time, in the same way. Therefore just comparisons have been out of the question; transfers from one school to another have been perplexing; and the teachers have lacked the stimulus of a clearly defined course of study, bringing their classes into close relations with all other classes of the same rank, assigning the studies according to their relative importance, laying out their own expected work within appreciable metes and bounds, and enabling them to labor to the best advantage.

The preparation of such a course of study has been the chief object of my thought and attention during the past year. The teachers have been summoned to aid me, which they have done with deep interest and intelligent appreciation. Many meetings have been held, that have been carefully prepared for by all, and fully attended; and every point relating to the subject has been passed in thoughtful review.

I have consulted and compared together the graded courses of study of the leading cities of the West, of which the schools take rank as being under the finest organizations; earnest to pick up from every quarter the most profitable practicable suggestions to be found.

The results of these studies and inquiries are embodied in

the Manual of Study which I now submit to you, and which, with your authority, will be printed as a component part of this report. I trust also, that before the expiration of the year, you will feel justified to adopt and prescribe it for the use of the schools. I have no little confidence, that as a whole, it will meet your approbation. For, as I have gone forward in its preparation, I have been cheered by the consciousness of the existence of a vital sympathy between the Board and myself as to all the great fundamental truths and purposes of education. As I have compared the spirit of your legislation with that of the school authorities in other parts of the country, where the schools are renowned for their advanced ideas and fresh, progressive attitude, I have proudly realized that, while many School Committees in New England are the objects of contemptuous sneers from the press, as being far behind the intelligence, the spirit and the needs of the times, this Committee is fully abreast of the age, in its furtherance of such studies and methods as are suited to the times we live in, and the lives those times demand.

I have thus briefly surveyed, under its three general heads of Discipline, Organization and Course of Study, the system to which we have arrived. The consummation seems to me to be a subject of profound congratulation. It represents a new fresh starting point for our schools. Well is it that we can take this fresh inspiring start. "Never was there a time," says a late writer, "when the people were so eager for instruction for their children, but there never was a time when they were so critical in regard to its quality." And to be able to say that every part of the field of education in our midst has been surveyed, that all objectionable metes and bounds have been removed, and the whole area redistributed according to light from the most advanced thought and experience of the day, is indeed a consummation of which you have reason to be proud.

I cannot state a particular in which the system adopted for our schools, should the Manual of Study be incorporated in it, could, in my estimation, be improved.*

* At a meeting of the School Committee, subsequent to that at which this Report was read, the Manual was unanimously adopted, and prescribed, as far as may be practicable, for the use of the schools.

I take occasion to express my indebtedness to other sources, in the

SCHOOL ACCOMMODATIONS.

I am pained that the chief, indeed the only material obstacle to the practical realization of our perfected system, arises from the defective character of our school accommodations. The Chairman of the Committee, in his Report, has presented some details on this topic and I shall content myself with simply adverting to it; all the more because in my last year's Report I treated of the subject at large, endeavoring to arouse a healthy public opinion, and to stimulate the City Government to take some steps to supply the crying need. Therefore the naked facts, so far as I am concerned, must speak for themselves. If they have not voices loud enough to make themselves heard, through the deprivations to which they subject the children of the city, no eloquence of words would produce any effect. Let us believe however, that there is really a lively interest in the members of the City Government, in what is elsewhere an object of so much pride and carefraught solicitude, the Public Schools; and that considerations of temporary expediency alone have induced an apparent indifference, that will not long prevail.

EVENING SCHOOLS.

In the course of last spring it occurred to the Committee on Evening Schools that the one school heretofore maintained in the heart of the city was not answering the needs of the public. Accordingly they were authorized by the Board to open a second school in the North part of the city in the vicinity of the Wamsutta Mills. The Mission Chapel was secured for the purpose; and although the accommodations were wretchedly insufficient, more than a hundred youth, most of them at work in the day time in the mills, eagerly and steadily availed themselves of the opportunities of education thus offered them.

Animated by this success, and feeling that a momentous principle was involved in this experiment, the Committee determined to re-open the North School in addition to the Centre

formation of this Manual; chiefly to the Chicago "Graded Course of Instruction," which is, in some respects, so superior — as for instance, in the selection of the topics for object lessons and their distribution among the classes, — that, in that particular, I have drawn my material mainly from that source.

School, this fall; securing for the purpose the only available room in the desired locality, a store on the corner of Pearl and Purchase Streets.

And as had been the case in the spring, a throng of youth, nearly all of them operatives in the mills, were present at the opening of the school, and have been uniform in attendance to the present time.

The Centre School has also been prosperous in its numbers, continuing as effective and important as ever.

And now, Gentlemen, I call your serious attention to the suggestions that force themselves upon us out of this successful experiment. The State has lately authorized School Committees, on certain conditions, to establish evening schools; and is it not your duty to put the North Evening School on a permanent basis, to be continued, like our day schools, all the year round? Is not this the only practicable way to solve the question how children who are at work in manufacturing establishments shall be educated? Hitherto no legislation has been able to reach the heart of this momentous question. The laws now existing with that intent, require that no child shall be employed in a manufacturing establishment unless he have had three months schooling during the previous year, and unless he be discharged so as to receive that amount of schooling each and every year.

But those laws remain a dead letter to a great extent. In the first place, they encounter the steady opposition of the mill officers on account of the trouble and irregularity they occasion, and they are opposed still more persistently by the parents of the children themselves, for reasons that will be patent to a very cursory observation. And when it is considered that such children are usually comparatively backward in knowledge, and cannot be satisfactorily classed and taught in our regular day schools, it seems extremely desirable to secure their instruction in the fundamentals of education, by some other means, that will not interrupt their labor. Shall we not then establish evening schools for them? Such schools have been carried on elsewhere with marked success, making labor steady, preventing individual distress, freeing communities from a pauper population, and relieving the regular day schools of an exceptional and difficult class of pupils.

I know how strong the argument is, that it is cruel to force

children who have been confined all day at hard physical labor to a season of study in the evening. But in reality the change from toil of body to toil of mind is in some respects, a relief. Again, the number of hours required of children in mills is considerably less than was formerly the case; so that this argument, once overwhelming, is now shorn of much of its application and power. And furthermore, no evil that is merely problematical should be allowed to outweigh that of permitting so many of our youth to grow up in ignorance, a fact which has nothing problematical about its harsh and dangerous features.

I trust that this subject will engage the early and serious attention of the incoming Board.

COMPETENT TEACHERS.

In each of my Reports I have taken occasion to offer some pointed and earnest words on the importance of securing the right class of teachers for our schools. For no system however excellent, and no expedients however sagacious, can compensate for a deficiency in this regard. The responsibility of a School Committee presses more heavily and solemnly upon its members in this particular than any other, because in no other is unfaithfulness so instantly and injuriously visited on the youth who are committed to their charge.

But I have a special point now in mind in this connection. It is that we need equally well trained and capable teachers for *every class in our schools.* An idea has seemed to exist at times in the minds of some members of School Committees, that it is not of special consequence who may be appointed to fill the place of an assistant in an Intermedial or Primary school. A principal must be a person of experience; but a girl, just graduated from the High School perhaps, without special training or experience, will do for an assistant.

Now I respectfully urge the question, Wherein, so far as the intellectual work of a school is concerned, do the labor and responsibility of an assistant differ from those of a principal? She has the entire control of her own classes, her own peculiar methods of instruction, perhaps her own separate room; and very likely has to evolve the course she shall pursue out of her own brain.

See then the disastrous fruits of the unfortunate notion that

I have adverted to! A class of scholars passes from the charge of a highly cultured, thoroughly trained and eminently successful Primary school principal, who has admirably developed and cultivated their minds, into that of an assistant in an Intermedial school who is just making her first attempt at teaching. And what is the consequence? In the course of a few months, all that was bright and salient about their mental condition is smothered out of them, and they subside into the prosy, formal, soulless routine, of which alone a teacher, so new to her work, is at present capable. Again and again has this precise state of things occurred.

And equally, the classes of a Primary school, from the very youngest, need the services of a teacher as accomplished as it is in the power of the Committee to find. No truth more serious and rigidly true can be spoken, than that the time lost to a scholar at any stage of his progress, through the inefficiency or misguidance of his teacher, is an abiding loss all the way through his subsequent course. Committees and the public have yet to realize the deep significance of the statement that the work of the Primary assistant has a direct and appreciable bearing on the High school.

How far under such circumstances, since accomplished teachers may be procured if duly sought for, have our School Committees a moral right to make the school-room a training field for inexperience? This is a grave question.

So much at least is certain; that every practicable expedient should be anxiously adopted to fit those whom it may be desirable to put in charge of our children, for their responsible duties. For this end, a Normal Class was instituted in the High school in the fall of 1865, and excellent results have been secured so far as relates to the inculcation of abstract principles. And I propose, as soon as possible, to initiate a series of practical lectures with that class, to occur in the school-rooms of the various grades. But these expedients will not accomplish all that is desired. Nothing can compensate for the want of positive experience in the art of teaching, acquired under competent direction.

I therefore propose to the Board to supplement these provisions by another, that has been tried elsewhere with excellent results. It is that each inexperienced person, who may have

been placed on our list of candidates for teacherships, or may be seeking such preferment, shall be *required* to pass a season of two or three months in one or more of our most approved schools, that they may become conversant with the methods of teaching and discipline that are in vogue in those schools; and, also, by instructing classes from time to time under the direction of the teachers, demonstrate the measure of their aptitudes and fitness. By this means they will be enabled, on their part, to assume the duties of a regular teacher with greater confidence and more immediate usefulness, while the Committee will obtain the means to discriminate wisely, and out of the material that may be at their disposal, always to select the best.

I make this proposition in the conviction that it is perfectly feasible, and in the earnest desire to interpose one more barrier to what is now the chief defect in our operations, — the occasional committal of a school to the charge of an inexperienced or incompetent teacher.

AIDS TO TEACHING.

I desire to call the immediate and interested attention of the Committee to another point, viz., the absence, in all the schools of the Grammar and Primary grades, of adequate means whereby to illustrate the lessons of the classes.

This is not a new defect, nor is it peculiar to New Bedford. It prevails almost everywhere, and its prevalence is a standing and sarcastic commentary on the boastful spirit so constantly manifested in relation to our school system. Our cities and towns build splendid school-houses and furnish them with elegant desks for the scholars to sit at, and put a few outline maps on the walls and a few reference books on the teachers' desks, and then congratulate themselves on the superior equipments of their schools.

Such equipments, comparatively speaking, amount to nothing. The teachers are compelled to violate the order of nature in connection with almost every study, and teach the facts they deal with as abstractions alone, — which is the very means to communicate vague or false ideas, — because of the want of objects whereby to illustrate them.

I doubt whether, in so many as a score of New England Grammar schools, there are even so much as sets of weights

and measures whereby to exemplify the denominate tables. Children are taught that four gills make a pint and three feet make a yard, yet are never shown a gill or pint measure, or a foot rule or a yardstick, whereby to impress on their minds the practical reality; except where, here and there, an interested teacher has more forethought than his employers and provides some of these assistances himself.

At what a comparatively slight expense cabinets of objects to illustrate all the prominent subjects taught or to be taught in our schools, might be provided! Our new manual emphatically instructs the teachers to teach every lesson by means of objects, so far as practicable. Are you willing, gentlemen, to make this direction a pitiable nullity, and insist on poor teaching, by allowing the want of illustrative objects to continue? I do not believe it; for it would be utterly inconsistent with the progressive character of your legislation.

CONCLUSION.

The public schools of a community must be in the line of high attainments, where the school authorities are moving in intelligent independence, abreast of the demands of the times, and the school system is organized according to the most advanced suggestions of experience and wisdom. Rejoicing that this can be said of our schools, I reverently commend their future to the blessing of God.

HENRY F. HARRINGTON, Superintendent.

APPENDIX.

Statement of the Schools for the term ending Nov. 22, 1867.

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1867.	Salaries, 1867.
HIGH. Males.	83	79	76	96	Charles P. Rugg,	$1800
					S. H. Dudley,	1500
Females.	143	139	136	97	Sallie W. Fox,	600
					Charlotte E. Wheeler,	550
					Mary S. Mendell,	525
Total for High School	226	218	212	96	Eliza D. Gardner,	525
GRAMMAR.						
FIFTH STREET	407	389	362	93	C. F. King,	1500
					Hannah B. Robinson,	450
					E. Emily Cushman,	450
					Betsey B. Winslow,	450
					Mary E. Smith,	450
					Sarah E. Stoddard,	450
					Jane E. Gilmore,	450
					Charlotte C. Carr,	450
					S. Fanny Wood,	450
MIDDLE STREET	155	148	142	95	George B. Buffington,	1500
					Abby A. K. Howard,	450
					Julia H. Osgood,	450
					Mary B. Gooding,	450
PARKER STREET	391	371	354	95	C. E. E. Mosher,	1500
					Jane M. Gardner,	450
					Eliza C. Lewis,	450
					Susan B. Cornish,	450
					Annie R. Commerford,	450
					Jeannette P. Hunter,	450
					Eliza J. D. Shepherd,	450
					Martha M. Hemenway,	450
Total for Grammar Schools	953	908	858	95	Almena M. Hathaway,	450
INTERMEDIAL.						
KEMPTON STREET	120	104	96	92	Clara D. Cory,	450
					Eleanor Commerford,	400
WILLIAM STREET	134	120	112	93	Mary E. Savery	500
					Sarah A. Carr,	400
					Mary A. Brightman,	400
BUSH STREET,	107	94	89	94	Mary E. Allen,	450
					Maria L. Whitney	400
SIXTH STREET	139	122	111	91	E. B. Haskell,	500
					R. A. Cranston,	400
					M. E. Reed,	400
DARTMOUTH STREET	82	73	71	97	C. L. Chase,	450
					M. E. Chase,	400
Total for Intermedial Schools	582	513	479	93		
PRIMARY.						
HILL	115	94	86	91	E. P. Spooner,	450
					Kate Commerford,	400
MERRIMAC STREET	225	197	175	88	Helen M. Gordon,	450
					Louisa A. Arey,	400
					Drusilla W. Sears,	450
					Sarah E. Thomas,	400
MAXFIELD STREET	210	188	175	93	*Sarah E. Field,	450
					M. A. Bowman,	400
					M. A. Codding,	400
					Ella Lincoln,	400

*Temporary, in the absence of Miss White.

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE — 1867.	Salaries, 1867.
CEDAR STREET,	228	190	173	91	*Mary F. Clark,	$450
					Annie S. Homer,	400
					H. S. Macomber,	400
					Louisa S. Heath,	400
KEMPTON STREET,	117	98	90	91	Patience R. Almy,	450
					H. A. R. Kempton,	400
WILLIAM STREET,	115	99	91	92	Sarah H. Hewins,	450
					Jane C. Finkill,	400
BUSH STREET,	112	98	91	92	Anna M. Bailey,	450
					Clara E. Webster,	450
SIXTH STREET,	90	81	71	88	Ruth H. Brady,	450
					Sarah L. Spare,	400
GRIFFIN STREET,	92	73	63	87	Abby F. Bryant,	450
					Sarah H. Cranston,	400
DARTMOUTH STREET,	85	77	74	96	H. P. Cushman,	450
					Esther M. Cook,	400
ARNOLD STREET,	37	34	32	95	Susan M. Tompkins,	425
Total for Primary Schools,	1426	1229	1121	91		
COUNTRY.						
GROVE,	127	100	80	80	Lucy J. Remington,	450
					M. L. Brett,	400
ACUSHNET,	67	55	52	94	Sarah D. Ottiwell,	650
HASKINS CORNER,	48	42	37	88	Lucy P. Hathaway,	450
CANNONVILLE,	76	72	59	90	Emma R. Wentworth,	500
					Isabel M. Reid,	450
CLARK'S POINT,	31	28	26	94	Jane C. Thompson,	450
FARM,	33	27	27	99	Lizzie P. Briggs,	375
NORTH,	29	23	20	87	Mary A. Coe,	400
PLAINVILLE,	24	22	18	81	Hattie D. Mason,	400
	435	359	316	89		
UNGRADED,	98	78	66	86	Nehemiah Lincoln,	1400
					Clarissa S. Staples,	450
					M. F. Stanley,	400
						Per week.
NORTH EVENING,	118				Susan B. Cornish,	$4.00
					Drusilla W. Sears,	3.00
					Abby D. Whitney,	3.00
CENTRE EVENING,	94				Patience R. Almy,	4.00
					Charlotte C. Carr,	3.00
					M. E. Choate,	3.00

Frances G. Hersey, Teacher of Drawing, ... $500
Jason White, Teacher of Music, ... 550

Fractional parts, being unimportant, have been disregarded in this table.

*Temporary, in the absence of Miss Blake.

GRADED

COURSE OF INSTRUCTION

FOR THE

PUBLIC SCHOOLS OF NEW BEDFORD,

WITH ACCOMPANYING

DIRECTIONS TO TEACHERS.

COURSE OF INSTRUCTION.

INTRODUCTION.

The teachers in the service of the city are enjoined to bestow careful attention on the contents of this Manual of Instruction, which is intended to serve several very important purposes: first, to embody, in a systematic form, such principles in reference to education, as shall clearly indicate to the teachers what the School Authorities hold to be the true philosophy on the subject, so that there shall be one common starting point of purpose and endeavor: second, to furnish such specific directions and suggestions, as shall equip new teachers with abundant instrumentalities for profitable exertion: third, to establish a system of study based on subjects rather than text books, so that the teachers will be able to discriminate in the text books between what is useful and what is useless, and discard the latter; and thus to make the text books their servants and not their masters: fourth, to organize the studies of the schools on a carefully graded basis, so that there shall be uniformity in the course of study prosecuted in similar schools or classes, and thus the authorities be able readily to compare one school with another, and to make transfers from one school to another: fifth, to inform the parents and friends of our scholars, in a concise and definite manner, what is embraced in a complete course of study, and what, at any stage of their progress, their children may be presumed to have been taught. These, it will instantly appear, are all points of peculiar interest and importance; and the directions of this Manual will be strictly adhered to and enforced.

ORGANIZATION OF THE SCHOOLS.

The fully organized schools are divided into three GRADES, viz., Primary, Grammar, and High.

The course of study, for all these Grades, is arranged to occupy *thirteen years.*

The Grades are divided into CLASSES, corresponding to the number of school years. Of these classes, four are included in the Primary grade, five in the Grammar grade, and four in the High grade.

The classes in the Primary grade, and part of the classes in the Grammar grade will be subdivided into SECTIONS; but no class is to have more than two sections, except in case of positive necessity.

The COUNTRY SCHOOLS will conform to the directions of this Manual, as far as circumstances will allow.

GENERAL DIRECTIONS.

There are certain fundamental principles pertaining to the instruction of youth, that it is incumbent on teachers to appreciate and refer to, as the indispensable groundwork of real success. Some of them are as follows:

1. A worthy and aspiring character is of far more importance in human life than the highest triumphs of mind, if the two are to be separated. Let the teacher therefore, solemnly and constantly hold this truth in view, impress it on the minds of the scholars, and make the school a training field for the achievement of moral as well as of intellectual successes:

2. There is something of far greater influence in the school-room than any formal principles and rules that the teacher may institute for the discipline of his school; and that is, his *real character*, as it unconsciously manifests itself in his ordinary words and deeds. It is this unconscious influence that is the paramount moral force in the school-room, giving it its predominating tone, and correspondingly moulding the characters of the scholars. It is something whose realities no hypocrisy can either feign or conceal. Above all things, therefore, it behooves the teacher to be of such a spirit, that his instincts and impulses shall all be pure and true:

3. The natural order of development of a child's faculties is, 1st, Perceptive; 2d, Conceptive; 3d, Reasoning. And this is also the natural order of mental action in investigating any particular subject. It is of the first importance, therefore, at

every stage of progress, to address the perceptions first. Half the efforts of teachers in general are worse than wasted, because they are satisfied to present the topics of study to their scholars in an abstract form. *Of a consequence*, there being no exercise of the *perceptions*, the *conceptions*, framed out of vague abstractions, are likely to be false or grossly distorted. Let this then be a fundamental rule; *always to illustrate the studies with appropriate visible objects* when time and opportunity will permit:

4. Manners are of so much importance as to have been characterized as Minor Morals. That only is a good school, therefore, in which the teacher, uniformly setting an attractive *example* of graceful and refined demeanor, rigidly insists on good manners in the scholars, reproving every instance of unbecoming behavior. In like manner, every violation of the proprieties of speech is to be corrected. No remark, under any circumstances, should be allowed in the school-room that is not properly worded. No study or effort, in later years, will thoroughly correct the bad habits in this regard that have been formed in childhood. Therefore let all the intercourse of the school-room, as well as every formal recitation, be an exercise in the use of language; habituating the scholars to correct, exact and elegant modes of expression. Let every question be required to be pointed and precise; every answer, to embrace a complete proposition:

5. A sound body is necessary to a sound mind. Therefore let the utmost attention be given to secure a pure atmosphere in the school-room; let the postures of the scholars be so regulated as to avoid unnecessary fatigue; and the intellectual exercises be relieved by physical, to strengthen and cultivate muscle as well as mind:

6. Last but not least of these grand leading directions, the teacher must be actuated by a sincere enthusiasm in the work of the school-room. Nothing can compensate for the want of that.

DISCIPLINE.

The first step toward the successful government of a school is self government in the teacher. Loss of temper is loss of power and of prestige. There should be so much hearty sympathy with childhood, notwithstanding its faults and short

comings, so much profound sorrow at every exhibition of vicious propensities by a scholar, as to make it well nigh impossible for a scholar to provoke the teacher to anger. Such a result should never appear.

Corporal punishment as a last resort in cases of obstinate misconduct, is not forbidden. But it is to be inflicted apart from the school, in measure proportioned to the offence and long enough after the offence, for calm and sober reflection on the part of both teacher and pupil. By that time an honest and candid confession of wrong by the pupil may supersede the necessity of punishment.

Wholesale threats should never be made by a teacher, that, in a certain contingency, corporal punishment will be inflicted. For the offender may happen to be one so constituted or situated that such punishment will be improper; and thus the teacher's word must be made good, to the scholar's injury, or broken to his own injury and to the injury of the discipline of the school.

Whatever inflicts bodily pain or places in physical fear, is, strictly speaking, corporal punishment. And let no teacher, through a desire to avoid multiplying such cases, have recourse to practices that produce all the pernicious effects of formal and acknowledged corporal punishment, without any possible good. Such practices are meant as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained and painful positions and the like. All such dodging substitutes are expressly forbidden. If the teacher's judgment and conscience demand that corporal punishment should be inflicted, let it be inflicted in a proper way, and honestly and fairly recorded.

Let it be carefully remembered that a candid confession of wrong on the teacher's part, — and what teacher does not sometimes err? — will strengthen rather than weaken authority; while evasion or duplicity to cover it over begets unmeasured contempt.

Order in school is of the first importance; at the same time that school is best governed in which there is the least appearance of government. A noisy teacher makes a noisy school. Nervous and reiterated calls to order, or frequently calling out the names of disorderly scholars, creates the necessity of ceaseless repetitions of the same kind. Let there be perfect system,

maintained by signals with a bell or taps, all as light and noiseless as possible.

MENTAL DISCIPLINE.

Mental discipline is an essential object of intellectual education, since without the power of using the faculties of the mind to good advantage in dealing with the facts that may be learned, those facts will prove only useless lumber in the memory. And there can be no discipline without methodized labor.

No study or portion of study is to be imposed solely for the vicarious purpose of disciplining the mind. For it is believed that substantial discipline will be acquired from all studies that are practically useful, if they be thoroughly and earnestly pursued. And we have no time in our schools for anything beyond the practically useful. But it is specially enjoined that every prescribed study be taught in such a systematic and methodical as well as interesting manner, as healthfully to task the powers of the scholar. Whether the teaching be oral or from text books, it must start from clearly stated principles, and be methodical, thorough and tasking, or it will merely touch the surface of the scholar's mind and be forgotten, or leave only vague and confused impressions behind it.

It is important, therefore, that scholars should not be helped over difficulties that they are able to overcome themselves.

It is equally important, on the other hand, that they should not be engaged in studies that are in advance of the sufficient maturity of their minds to understand them. There is all the difference in the world between the activities of a mind that is healthfully put upon its energies, within the sphere of its present capacity, and those that it exerts in a struggle to grasp what is beyond its capacity. Some scholars suffer from the want of a little assistance given at the proper time and in the proper way. This should never be direct, but, by starting back to some point which they do understand, let them be led up to the difficulties to be encountered. The principal difficulties in a scholar's path lie in his inability to apply principles to examples that vary in form and phraseology from the illustrations given him when he learned the principles. The similarity of examples should be shown.

Teachers should be very careful not to talk too much them-

selves when hearing recitations. They should question; and so make their scholars talk; and lead them to think and reason and inquire. The talking, in general, should be mostly on the scholar's side.

The power of attention is essential to the successful prosecution of study at every stage of progress; and the best efforts of teachers should be directed to the cultivation of this great power. The habit of attention may be and should be formed early. Its formation depends upon the power of the teacher to interest the pupil, and upon letting the lesson cease, the moment the attention begins to flag.

Let no teacher imagine that there can be no mental discipline unless in connection with such hard work as is distasteful and irksome. The best discipline is often attained from delightful exercises. A study may be a positive recreation, and still exact the profoundest effort. A well trained child delights to overcome difficulties.

THE STUDY OF LANGUAGE.

The most important of all studies up to and through the highest classes in the school course, is the study of language. For words are the symbols of thought, and the keys to all other studies. Just in proportion to the extent of a person's knowledge of language is, in general terms, the range of his mind; since, in a practical light, we cannot think without words. The greatest impediment to the intelligent progress of our youth, as their studies have heretofore been prescribed, has been, that their knowledge of the language has by no means kept pace with the sequence of their studies; so that the majority of them have not understood the meaning of the phraseology of the new text books, that they have been put upon from time to time. Therefore the exercises on which the study of language depends, must receive, at every stage of progress, the most careful attention. These are Reading, Composition, Abstracts, Definitions, etc.

READING.

Good reading implies two distinct processes carried on at one and the same moment, viz.: comprehension of the author's

meaning, and power to convey to others an intelligent and adequate idea of it. The training of the scholar in reading, therefore, involves two separate kinds of instruction; one of the mind, the other of the voice. Neither of these must be sacrificed to the other, and receive disproportionate attention.

It is very common to give undue prominence to the training of the voice, to the prejudice of reading as an intellectual exercise. This has arisen, in part, from the influence of the elaborated lessons on Elocution prefixed to the reading books, which have impressed some teachers with the idea that a fine elocution is the main object of the exercise of reading. Many teachers accordingly limit the amount of the reading of their classes for a whole term, to a few rhetorical pieces, bestowing attention on nothing except the drill in articulation and modulation. This course renders the vocal training itself well nigh useless. For how can scholars modulate, correctly, passages of which they do not know the sense? And, not having been taught enough of language to understand the meaning of what they read, they never know how to apply their lessons on elocution.

While all positive faults of reading are *always* to be noticed, such as hesitating, repeating or clipping words, catching, cadences at the pauses, singsong emphasis, stumbling, indistinctness of utterance and the like, express drill in elocution should not occupy more than *two-fifths* of the time given to the reading exercises; or two lessons out of five. The other three should be devoted to purely intellectual ends; such as thoroughly mastering the thought and emotions of the pieces that may be read, by means of questions; to elucidate their scope; the historical, biographical and other references; the etymology and meaning of words; the character of the style, and the peculiarities of the imagery.

Fluency in the utterance of sentences, without appreciation of their meaning, is a useless accomplishment. And a single sentence or paragraph often answers a better purpose for a lesson than an entire page. Still the great mass of scholars need to be taught how to read common literature *well*, more than how to read a few pieces admirably. The fewer the pieces that may be read, the narrower the range of familiarity with the gems of literature, and with the varieties of style; and the less probability of acquiring a taste for reading. And very

much, under an enthusiastic, judicious teacher, fond of literature and conversant with its attributes, can be accomplished in simply reading selections, without special drill of any kind.

One or more words for the reading lesson, well explained and understood, should be added to the scholar's vocabulary every day. For this purpose let new words that occur be practiced upon by means of writing exercises, by being compared with their synonyms and wrought into sentences.

To tell a scholar that he does not read a passage correctly, without practically exemplifying the correct reading, is a waste of time. To keep a passage in circulation around a class, telling the scholars successively called on, "to try and read it better than it has been read before," not having given the correct reading, is a still greater waste and loss. One cannot teach elocution by abstract directions. It is taught only by model and imitation.

For the teacher to enunciate a passage as a model, without requiring precise conformity by the scholar, is almost equally futile.

Some teachers have a good deal of reading in concert. Let it be understood that this method is an injury, and involves a loss of time, except when used as an accessory in teaching elocution. For each scholar so reading is trammeled by the consciousness that he is to keep exact tone and pace with the others, and all nice individuality of expression is lost. Besides, the lazy take advantage and move their lips without enunciating at all.

But in teaching elocution it is an almost indispensable helper. For a class, *as a whole*, will catch and deliver with nicety, tones and inflections that an individual is unable to give correctly. Let the teacher begin a reading exercise by reading with true spirit and propriety the whole piece that forms the lesson. Then let him take up the first sentence, and call on a scholar to imitate his rendering of it. If he gives it incorrectly, let him appeal to the class to give it, then call on the individual again. If still wrong, let him read the passage himself, or appeal again to the class; and so forward until every requisite tone is given with precision.

But, after all, the chief obstacle to the successful teaching of reading is the sluggishness of teachers themselves. Dronish,

monotonous formality in such a connection is fatal. Enthusiasm is essential to good teaching, in all branches, but especially when reading is to be taught. There must be a vivid, irresistible inspiration in the exercise, or the scholars had better be doing something else.

COMPOSITIONS, WRITTEN ABSTRACTS, ETC.

There is no instrumentality so useful as the exercises that may be classified under this head. Nowhere is there such thorough and accurate as well as rapid progress, as where it is employed. It creates much labor for the teacher, but it affects the deepest life of the school.

By nothing else is the study of language so profitably aided, and in its various forms and methods it is earnestly prescribed.

Compositions are usually hateful things. It is because the subjects assigned are very often abstract and difficult, and the exercise is required to be of a length that is appalling to those who perhaps have had so little true practice in thinking, and giving expression to thought in writing, that they exhaust their power in penning a few sentences. Formal Compositions would have come with far more freedom and merit from the classes in the High School if the scholars had had systematic preparatory training in this direction, in the lower grades.

Such training may be begun with success and profit in Primary schools. As soon as children are able to write script legibly, they are able to write compositions. And such writing may be made one of the pleasantest exercises ever prescribed.

But it must be imposed in simple and attractive ways; and the same may be said in regard to it, in connection with all the classes up to the High School. It may be at one time an object lesson, first given in an interesting manner, to be written off from memory; second, a brief impressive anecdote or story, first clearly and intelligently read or told by the teacher, to be related by the scholars in writing, after an interval long enough to test their attention and memory; third, a letter required, to describe some event that has been witnessed by all; fourth, a list of words prescribed to be wrought into appropriate sentences; fifth, elliptical sentences prescribed, the pupil to supply the lacking words; sixth, single words assigned, for sentences to be made from; seventh, sentences partly written, the schol-

ars to complete them, making perfect sense; eighth, passages to be written from dictation, to test the scholars' power to catch correctly what falls from others' lips.

These and other methods of the kind may be introduced and so varied, as to be among the most interesting of the school exercises, as they will also prove among the most useful.

The making of abstracts of lessons is another form of composition, of exceeding value. It is well to encourage the scholars to use their own language in their abstracts, as far as they are able; and no composition of any kind should be passed by, until all its defects have been carefully pointed out and corrected. It is well to return compositions, after the mistakes have been indicated, to be re-written. Let the teachers strive to perfect their scholars in the fundamental attributes of a good style, exactness and condensation.

Written reviews are of high value. They cultivate thoroughness and accuracy of scholarship, and freedom and skill in the use of language. An excellent method of conducting them is to write several topics distinctly on the blackboard, and require the scholars to enlarge on them as fully and accurately as possible. Another is to propose several questions involving the most important points in what has been studied, and require full and accurate replies.

WRITING.

The most profitable way of teaching writing in copy books, is by making it a simultaneous class exercise, conducted by counting, all the members of the class thus attending to the same thing at the same time.

The objection to this is, that while it secures a correct well-proportioned handwriting, it destroys all individuality. Thus graduates of Commercial Colleges write handsomely, but their writing seems to have been made by inanimate machinery, it is all so exact and alike.

But systematic lessons in copy books are necessary, in order to correct bad habits and discipline the hand to regularity. And if there be frequent writing exercises in connection with the various studies, and they be made tests of chirography as well as mental improvement, the bad effects of drill with copy

books will be counteracted, and a good free handwriting secured, possessing marked individuality.

The blackboard is indispensable in teaching writing. The forms and principles of each copy should be written on the board, both correctly and incorrectly, and the contrasts pointed out.

SPELLING.

A teacher should grudge all the time given to this exercise, because it is just so much subtracted from intellectual progress. For spelling is not an essential attribute of good writing. It is only a *grace*. One can couch splendid thought and rhetoric in sentences abominably misspelled.

Yet bad spelling is a great deformity of composition; and our scholars must be carefully taught to spell. But it behooves the teachers to see to it that no time be wasted on the study, through misuse.

Instruction in spelling must begin early. It is held by some that spelling should only keep pace with the use of the reading book, and be confined to words whose meaning is understood. But this would postpone a vast number of important words until late in the school course; and it is a point settled by experience, that those who do not learn to spell when quite young, *seldom or never learn at all.* This then must be made an exception to the general rule about study. It must be, in part, a process of unintelligent memorizing.

The teachers should strive to relieve its monotony by as many devices as possible. No study can be more easily varied and made interesting. None on the other hand, can be made more stupid and unendurable.

There is, first, the old fashioned spelling match; second, "spelling down;" third, letting each scholar put out a word for the next to spell, confining the selection to the last lesson in geography, history or some other limit; fourth, the whole class to pronounce the word given out, then one scholar to give the first letter, the second the next, and so forward from one to another, the whole class to pronounce the word when it has been spelled; fifth, the teacher to read a sentence and require the words to be spelled in succession. These are some of the methods to secure interest and attention.

Written exercises in spelling should be regularly required.

These four rules are of the greatest importance: first, words when given out to be spelled should be pronounced in a natural tone of voice; second, the ordinary approved pronunciation should not be departed from, for the sake of more clearly indicating the orthography; third, no word should ever be tried upon twice; fourth, scholars should always be required to syllabicate the words given them to spell.

MANNERS AND MORALS.

Few remarks under this head are necessary, in addition to what has been already said. The graces of character are cultivated in children not so much by exhortation and precept, as by resorting to expedients that will call the better affections and qualities into active exercise. The exercise of virtuous principles confirmed by habit, is the true means of establishing a virtuous character.

Anecdotes and examples illustrating the exercise of love to parents, brothers and sisters, and companions, respect to the aged, kindness to animals, benevolence, &c., are of great value in this connection.

Every case of quarreling, cruelty, deception, &c., should be made to appear in its true light. The selfishness of children is the greatest obstacle to moral training. Let the teacher strive to counteract it.

Every instance of ill manners in the intercourse of the children with each other, as well as with the teacher, should be corrected. The position of the scholar in his seat, or in class; his movements in passing to and fro, his posture when standing, should all receive careful oversight.

No teacher can expect to make his scholars more civil, more courteous or more truthful and virtuous, than he is himself.

ARITHMETIC.

The value of the study of Arithmetic, whether for use or for discipline, depends on the clearness, accuracy and thoroughness with which it is learned. Therefore let every principle be perfectly understood, so that it can readily be applied to examples, selected or made up by the teacher, differing from those in the text book.

The fundamental rules, so mastered that the scholar can apply them rapidly and accurately, are of more importance practically, than anything else. So merchants and bank officers tell us. They want for accountants, *ready reckoners.* Therefore the addition and subtraction tables are to be learned as faithfully as the multiplication table, and the scholars in the appropriate classes practiced habitually in exercises in combining series of numbers. As for example: Take 7, add 5, add 11, subtract 9, add 15, subtract 12, multiply by 2, divide by 8 — result? Also in adding columns of figures rapidly, giving aloud only the successive amounts during the process.

The prescribed formulas should often be laid aside, and the scholars allowed to present their own methods of solution.

Teachers must be careful not to let their scholars waste time in cyphering, after enough examples have been performed to illustrate and teach a principle. Cyphering, of itself, is a mere mechanical process that imparts no discipline whatever.

In no branch is it so requisite to illustrate the exercises through the perceptions, as in Arithmetic. Every step should be exemplified through objects. The tables, Addition, Subtraction, Multiplication and Division, must be thus demonstrated to the senses, before they are imposed as tasks. Problems in Mental Arithmetic should thus be solved and made clear to the younger minds. The denominate tables should be always learned *by means of weights, measures and coins themselves*, so far as is practicable: and copiously illustrated and explained thereby. Geometric problems should be drawn out on the blackboard.

GEOGRAPHY.

No study, heretofore, has been taught less successfully than that of geography. It is chiefly because, in a slavish and narrow adherence to the text books, names of countries, cities, rivers, mountains, gulfs, islands, etc., with the directions in which they lie from each other, have been forced into the scholars' minds, without any of that information, and those illustrations, which will render such facts intelligent and interesting. What is the use of loading the memory with the names of places, if their history or local circumstance be not given, to invest them with character and associations? What is the use

of repeating in succession the rivers of a country, if nothing is taught of their course, size, how far navigable, and what commerce is carried on through them?

Geography, of all studies, should be independent of the text book. It should be taught out of minds thoroughly understanding the subject in all its relations, so as to be teeming with illustrations. Some of the best teachers of the subject use no text book at all.

The best way to teach it is by topics; great fundamental truths should never be lost sight of in insignificant details.

The relations of the earth to the solar system, its form, divisions and motions; the tropics, polar circles, latitude and longitude, alternations of day and night, equinoxes and solstices; physical geography in its main features, and as it affects climate, soil, productions, commerce; the different nations of the earth in their origin, boundaries, interior life and relations to each other, are the main topics that should be taught, severally, as soon as the minds of the scholars are capable of understanding them. *And all minor details in each of these departments should be omitted, until the great leading facts have been mastered.*

There can be no clear conception of the outlines and features of a country, unless they can be more or less correctly *drawn by the hand.* Therefore, map drawing will be considered an indispensable accompaniment of progress in geography.

ORAL INSTRUCTION.

The prescribed studies to be given orally, will be considered as essential a part of the course as any other. The lessons must be thoroughly prepared and arranged. Only thorough preparation will enable the teacher to be pointed, concise and accurate. And the lessons must be recalled and impressed by reviews and abstracts, or their effects will be evanescent.

DRAWING.

It needs to be clearly understood that the object of drawing in our schools is not to teach the scholars how to make pictures, so much as to train the hand to be expert and graceful in its motions, and to educate the observing powers. It is to be begun, therefore, at the earliest moment, and systematically

followed up, enlisting the deepest interest and care of the teacher. No class is to be expected from such exercises. And if they are properly attended to in the lower classes, there will be such proficiency in sketching the simpler forms when the scholars arrive at the class where they are to practice under the regular drawing teacher, that they can at once attempt the higher elements of the subject with interest and success.

SINGING.

The teachers of those classes which are instructed by the singing master will aid him in his exercises, that the attention and interest of all the scholars may be secured. And the teachers of other classes will take special care to train their scholars, not only to sing, but to sing correctly and tastefully. A school that sings out of time, tune and taste, had better not sing at all.

But when the proprieties of the exercise are secured, there is nothing so animating and refreshing, as a relief to the work of the school.

It has been fully demonstrated that primary scholars can be taught to read music as easily as they can be taught to read words. And encouragement will be given to any teacher in the grade, who is ready to teach music in this manner.

PHYSICAL EXERCISES.

These will be required from every class. But they must be performed in a spirited manner, or they are of little use. The methods are very various, and are left to the discretion of the teachers.

HISTORY.

The study of History, like that of Geography, is too frequently so conducted as to be distasteful, wearisome and well nigh fruitless. It is made a matter of cold, formal question and answer, the answers, perhaps, required to be given memoriter, so that the study is made one of dry words, instead of interesting facts.

Like Geography, History should be taught by topics; and especial care should be exercised *not* to confine the scholars to the language of the text books, so that in preparing the lessons they may concentrate their attention on the facts and connection

of the narrative, and not on the phraseology in which it is expressed.

Too many dates, names and other details must not be required, as the memory will be overtasked and perhaps confused. A judicious selection should be made, in each of these particulars. These remarks are especially applicable to the Grammar grade; for a complete mastery of the text book of History, in use in that grade, is impracticable.

The text book of History is prescribed as a Reading book in the lower classes of the Grammar schools, so as to familiarize the scholars with the phraseology, and prepare them for History as a regular study.

PROMISCUOUS DIRECTIONS.

1. To hear recitations by calling up a class seriatim and propounding a question to each, after he has been called up, is apt to be a dronish, monotonous, paralytic affair. There is no emulation — no inspiration about it. The moment a scholar has been thus called up, all the rest say to themselves, "There, his recitation does not concern me;" and they subside into mental inactivity. A recitation should be so conducted as to inspire and animate the whole class, putting every mind to the top stretch of exertion.

2. A chief difficulty in schools is that the scholars *do not know how to study*. They do not know how to analyze statements, find out definitions, apply principles, obtain illustrations, etc. Therefore it is often more important for a teacher to study a lesson with the scholars, than to hear it recited after it has been studied. Such a method, the teacher leading the scholars on step by step, exciting their minds to work earnestly, but preventing any groping in the dark, is so valuable, that it is specially recommended to the teachers who are so situated that they can institute it.

3. Teachers should insist on a full, free tone in reading or reciting; the mouth to be opened wide, and the vocal organs properly exercised.

4. There should be, whenever it is possible, three stages in every recitation; first, brief review of the preceding lesson, tracing its connection and bearing; second, the lesson of the day, recited and illustrated, and the scholar's thought elicited,

until it is thoroughly comprehended; third, arranging the next lesson, the teacher taking care to remove unnecessary obstacles, by explaining difficult terms, suggesting the right method of working and preparing the mind to work with interest.

Thus each lesson will be gone over to some extent, three times in three successive days.

5. No recitation with any class in any grade is to be prolonged, after the minds of the scholars have become fatigued, and the attention flags.

6. There are several points in connection with corporal punishment, that teachers should ever bear in mind. First, that corporal punishment is by no means a moral force. It appeals only to the lowest elements of our nature; and at the best, therefore, can be merely a provisional measure. Second, a teacher's moral power is in an inverse proportion to the amount of corporal punishment that he finds it necessary to inflict. Third, LOVE AND SYMPATHY ARE THE NOBLEST AGENCIES IN A SCHOOL ROOM.

7. *Order* is of the first necessity in every school. But there is a degree of motionless stillness thought requisite by some teachers, that is pleasant only to superficial observers. For such stillness is secured only by painful and unnatural constraint. Children are endowed with an intense desire for activity, for their health and development; and this desire must be recognized. Martinet drill in motionless stillness, is desirable at times, as a test of thorough discipline, but not as the rule of action. There is a certain amount of motion and noise incident to school work, that is reasonable and agreeable to a healthy mind. The motion and bustle of a noisy, uncontrolled school are very different from those of a good school heartily and self-forgetfully *at work*.

Especially must the above suggestions be heeded by Primary teachers. Motionless stillness in their schools would be a wicked achievement.

COURSE OF STUDY FOR PRIMARY SCHOOLS.

THIRTEENTH CLASS.

Oral Instruction. — The human body, its chief parts and their uses; five senses; common objects, their form, size, color and more observable properties.

Reading and Spelling. — Begun with elementary sounds and names of letters, learned from cards and blackboard, and carried forward to reading lessons as far as the 70th lesson in the Primer; word teaching; spelling from the reading lessons, by sound and by letter. Two or more lessons each day.

Drawing on the slate; straight and curved lines, first separately, then combined to form letters; simple geometric forms, figures, objects, etc., from pictures or sketches by the teacher.

Vocal Gymnastics, — according to the prescribed system, once every session, the exercises to be always very short.

Singing, — for a few minutes, at least twice each day.

Physical exercises, — for from three to five minutes, twice at least each session.

Printing, — the small letters, so as to be able to print any easy monosyllable that may be given out.

DIRECTIONS AND SUGGESTIONS.

Oral Instruction. — The oral lessons to so young children must be very simple and conversational, beginning with the familiar objects that they have been accustomed to at home, and feel an interest in; such as their toys and plays. They should be encouraged to tell the teacher all they know. One great use of such lessons is to develop the senses and perceptive faculties, to lead to habits of attention and observation, and train the memory by associating words with things. The scholars should be encouraged to bring to the teacher objects for examination.

The senses will afford an abundant field for interesting instructions. Their offices, powers and contrasts, the effects of their deprivation, should all be dwelt on and illustrated.

Reading. The old rote method of teaching the letters and Primer will not be tolerated. The little ones must be taught in a more intelligent and kindly manner. The new methods are so perfectly convenient, and may be made so attractive, that only lazy timeservers will refuse to employ them.

Word teaching should be combined with the spelling method. It will help the scholars far more rapidly on. For a word is just as readily learned so as to be called at sight, as a letter. The oral exercises may

in this way be made to help the reading exercises. Thus the teacher may print the names of objects spoken of in the object lesson, on the blackboard, if not too long and difficult, and cause the scholars to pronounce them, and associate the word picture with the vocal name.

The methods by which little beginners may genially and intelligently be carried on from the first lesson in the elements to connected sentences in the Primer, by means of cards, pictures, blackboard, letters on blocks, slate exercises, etc., are too various to be detailed in this manual. They are fully described in the approved books on the subject; and no Primary teacher will be considered fit to begin her work until she is so conversant with them as to be able to employ them.

The scholars should be taught how to hold the pencil in printing on the slate, so as not to form bad habits: and it will be well, sometimes, to make it a simultaneous exercise, conducted by the teacher carefully and systematically.

There should also be systematic and simultaneous exercises in drawing, the teacher making a model on the blackboard, giving the pupils opportunity to follow her, line by line.

In spelling by sound or by letter, and in all other vocal exercises, special pains must be taken to secure accurate and distinct articulation. And in the oral lessons, all remarks by the scholars must be properly worded.

No exercise should be more than from ten to fifteen minutes long. No child should be kept sitting still with nothing to do. A motherly, patient, cheerful, loving, sympathizing spirit should be the guardian genius of a school of this class, and thus the school-room be made a happy place.

The teachers of this class will give special attention to the "general directions," especially on the points of morals, manners and order.

TWELFTH CLASS.

Oral Instruction. — Thirteenth class exercises reviewed; domestic animals; primary colors; flowers or trees; the three kingdoms of nature.

Reading and Spelling. — Exercises on blackboard and cards continued; spelling by letters and sounds from the reading book, and through "Second Class" in Speller; names and forms of the pauses; Primer finished and to the 60th lesson in First Reader; exercises at least twice a day.

Counting, which is not specially prescribed for the thirteenth class, from one to one hundred; relations and combinations of numbers up to ten; all by means of objects, blocks, nuts, beans, etc., or the numeral frame; Roman numerals.

Drawing. — Inventive drawing may be introduced; a certain number of lines assigned, at first only two, and the scholars encouraged to combine them in as many ways as possible; set lessons in drawing, from elementary cards, or models sketched by the teacher; exercises twice a day, carefully supervised to secure right holding of pencil, right method, etc.

Singing, Morals and Manners.

Vocal Gymnastics as in thirteenth class.

Physical Exercises, do.
Writiny. — Script writing will now be taught.

Oral Instruction. Thus far the object has been to awaken curiosity in the children, and lead them to observe, without much attempt at system or classification. Now a system should commence, that shall be carefully followed up through the succeeding classes. Objects are therefore to be classed under three general heads, — animal, vegetable and mineral — according to the three great kingdoms of nature. The teachers will remember that they must cultivate precision and accuracy of statement, and perfectly understand what they attempt to explain.

The course to be pursued, in this connection, is admirably detailed in some of the manuals for teachers on the subject.

In the lessons on *Domestic Animals*, treat of their general structure, relative size, covering, and what use men make of their covering; modes of defence; kinds of food, habits, teeth, etc.; and give anecdotes illustrative of their intelligence, sagacity, cunning, affections, etc.

Colors are now to be taken up; and the subject is of so great practical importance, that the lessons must be carefully and discriminatingly given. Everybody has to do with colors in some or other ways; and because so little instruction is usually given to children on the subject, very few persons can accurately distinguish shades of color, and appropriately name them. The Primary Colors are red, blue and yellow. The teacher must be sure to have the true prismatic shades as models, and teach the scholars to discriminate accurately. In various and constantly occurring ways, this subject may be illustrated. Flowers may be brought and compared, pieces of cloth, etc.

Reading and Spelling. The scholars should be required to hold their books properly; taught to point out and explain *title page, table of contents, leaves*, etc., everything that goes to make up a book. In preparing exercises in spelling, it is very important that the scholars should hear the words first pronounced by the teacher, so that the true pronunciation shall be the only one to be impressed on their minds.

Numbers are now to be begun upon; and the teachers should remember always that the relations of numbers are very difficult to be comprehended by a child. Therefore let every step be illustrated, according to the "Course of Study," in various ways. Let the scholar's apprehension be frequently tested, and if he do not understand the lesson, let the teacher patiently illustrate it again. The teachers are referred to the elementary treatises spoken of, for detailed suggestions on this head.

Verses and Maxims may be taught to scholars of this grade and the exercise will form both a pastime and a source of improvement.

ELEVENTH CLASS.

Oral Instruction. — Wild animals; trees or flowers; secondary colors; divisions of time; review of previous oral instruction.

Reading and Spelling. — First Reader finished and reviewed; Second Reader to 31st lesson; spelling by letters and sounds in reading lessons, and to 31st page of the Speller; frequent exercises in speaking words at *instant sight*, from cards, blackboard or book; questions on the meaning of what is read.

Drawing and Writing. — These exercises to be progressively continued; words selected from the reading lessons to be framed into other sentences, so as to confirm the scholars in a true idea of their meaning; other simple exercises in composition.

Singing, Morals and Manners, Physical exercises, Vocal gymnastics, Verses and Maxims.

Length of time and alternation and frequency of exercises as in previous class.

Oral Instruction. Only the better known wild animals should be treated of, such as the elephant, camel, deer, bear, tiger, fox, rabbit, owl, whale, shark, alligator. The points to be considered are partly identical with what has been taught about domestic animals. Resemblances and contrasts to domestic animals should be traced; and anecdotes related as before.

Secondary colors. These are violet, indigo, green and orange. The first two are composed of red and blue: the third of yellow and blue and the last of red and yellow. The suggestions on the subject given in the tenth class are applicable here.

Trees and flowers. If trees are treated of, such trees should be selected as the children have the opportunity of seeing and of studying. The difference should be exemplified between an oak, a maple, an elm, a pine, &c. Their structure, method of growth, uses of the bark, leaves, roots, etc., should be explained. If flowers are treated of, the common garden or house plants should be selected.

Reading. Some words from each reading lesson are prefixed to the lesson, with what profess to be definitions attached. The teachers of this class and all the Primary classes must remember that the meaning of the defining word is likely to be just as mysterious to the scholars as that of the word defined. It is therefore an unintelligent and objectionable course to impose these definitions to be learned, unless they have first been themselves clearly explained. Even then, the explanation is likely to be better for the scholars than the text book definition.

Spelling. Let the children spell common words, not in the lesson, as an occasional exercise; also their own names; the name of the city; state; days of the week; months of the year.

Numbers. The children should be taught to construct their own addition tables by the use of the slate and pencil, a great variety of exercises being introduced.

There may also be exercises in reading and writing Roman numerals to one hundred, forward, backward and irregularly.

TENTH CLASS.

Oral Instruction. — General classification of animals; qualities, characteristics and use of objects; contrasts of qualities in different objects; tints and shades; lines and angles.

Reading and Spelling. — Second Reader completed and reviewed; spelling, by letters and sounds, from the reading lessons and to page 45 of the Speller; careful attention to enunciation, pronunciation, illustrations and definitions; the use of capitals.

Drawing, Writing. — Progressive exercises as before; systematic attention to writing simple compositions.

Numbers. — The tables completed and reviewed; numeration through four places; simple problems in mental and written arithmetic, occasionally; exercises in ready reckoning, and in adding and subtracting series of numbers.

Physical exercises, Vocal gymnastics, Singing, Morals and Manners, Verses and Maxims.

The length and alternation of recitations and exercises much the same as in previous classes.

Oral Instruction. It is desirable, by this time, that the scholars should be taught to classify the animals about which they have learned, and here is introduced the general classification into beasts, birds, fishes, insects and reptiles. The subject suggests its own treatment to every active mind.

Color. The primary and secondary colors have been treated of. We now come to their tints and shades. The method of teaching will be much as before, great care being taken to discriminate accurately in assigning the appropriate names to samples, and arranging the samples, first with reference to the natural order of colors, secondly with reference to complementary colors. Harmonies and discords of color should be pointed out.

Qualities, etc. This introduces a very prolific field of instruction. Visible objects are infinitely diversified both as to number and qualities; and their uses are correspondingly various. The teacher must select, not at random, but so as to combine the most interest with the most instruction. The Manuals on Object Teaching give much information as to both methods and materials for such instruction; and to them the teacher is referred for details.

Lines and Angles. The subject of Geometry is here introduced. The lines and linear figures that the little ones have been drawing hitherto without much, if any, system, are now to be scientifically combined. Definitions must be made clear, concise and truthful. The meaning of the terms, *straight, curved, crooked, horizontal, vertical, oblique*, etc., as applied to lines, and *acute, obtuse* and *right*, as applied to angles, must be clearly impressed on the scholars' minds through many illustrations. The distinction between the words *vertical* and *perpendicular* must be defined and illustrated. A vertical line is perpendicular only to the horizon, and can have only one direction, and that is towards the zenith. A perpendicular line may be either vertical, horizontal or oblique,

if it form a right angle with some other line. It is a perpendicular to that line.

It is held by some Educators that the mind of a child will understand Geometry sooner than it will Arithmetic. The teachers of this class will have an opportunity of putting this to the proof.

Numbers. In teaching the tables, let the general direction, page 16, be carefully observed, that their truth is to be demonstrated to the senses before they are to be imposed as tasks. Let the Multiplication and Division tables be learned together and at the same time, one being the converse of the other. Let the scholars be exercised on tables that they construct themselves, as in class eleven.

In their drawing lessons, in part, the scholars may have exercises to practice on lines and angles.

GRAMMAR GRADE.

NINTH CLASS.

Oral Instruction. — Reviews; trades, tools and materials; articles eaten and worn; plane figures; circle and its parts; abbreviations.

Reading and Spelling. — Third Reader; frequent exercises in enunciating difficult combinations of consonants; spelling to page 53 of the Speller.

Drawing. — The exercises in this branch should be in uniform progression from class to class. Drawing cards should be used as studies, adapted to the stage of advancement, or what is better, sketches by the teacher on the blackboard, so that the scholars may first see every stroke of the crayon in their formation; map drawing.

Writing. — Pen and ink will now begin to be used; see general directions under the head of "Writing;" Compositions.

Arithmetic. — Written Arithmetic begun and carried through division; numeration of decimals to be taught simultaneously with numeration of integers; in teaching the four fundamental rules, decimals to be combined with whole numbers, the instruction to be chiefly oral, and only to embrace the most important particulars; in the text book, what is included between page 150 and page 159, Art. 238, to be joined with what is included between page 9 and page 56; omit articles 50, 61, 62; omit all examples more than enough to give a clear intelligence of the application of principles; frequent applications and illustrations other than those in the text book; exercises in adding, subtracting, multiplying and dividing series of numbers; ready reckoning.

Geography.—Primary Geography to South America, with map drawing.

Singing; Morals and Manners; Vocal gymnastics; Physical exercises.

Distribution of time. — The aggregate time per week, to be given to each study and exercise should be in general, as follows: Oral instruction, 2 hours; Reading, 5 1-2 hours; Spelling, 4 hours; Arithmetic, 4 1-2 hours; Geography, 3 hours; Singing, 1 hour; Writing, 1 1-2 hours; Drawing, 1 1-2 hours; Compositions, 2 hours; Vocal and Physical exercises, three or four minutes at a time, several times a day.

Trades, tools and materials. Such trades as are connected with the absolute necessities of life should, for evident reasons, be first considered. Of such are the trades of the printer, the carpenter, the mason, the painter, the shoemaker, the tailor, the milliner, the farmer, the miller, the baker, &c. Inquiries may be made of the children as to the trades which their parents may follow, and immediate interest be thus thrown around the lessons. The names and uses of the most prominent tools employed by each tradesman, and the materials wrought upon, with the articles to be manufactured should be called for.

Articles eaten and worn. This theme suggests for itself the appropriate method of treating it. The more common articles are first to be taken up; then the less common and luxurious. Foreign should be carefully distinguished from home products, and the children should have maps before them to find the places whence the articles are brought. By this their knowledge of geography will be increased in an interesting way. The points about the growth and preparation for the table of articles of food, and processes of manufacture of articles of apparel; the different kinds of food and clothing suited to warm and cold climates; the kinds of animals best fitted to our own wants, for supplying food and clothing; the articles raised and manufactured at home, that are sold in exchange for foreign articles; these and kindred topics should be systematically and discriminatingly taught. The limits of the different topics may be as follows: *of food*, different kinds of breadstuffs, how grown and prepared; butter and cheese; ordinary meats; condiments, salt, pepper, nutmeg, etc.; sugars of different kinds, and how made; tea, coffee and chocolate; table fruits; *of apparel*, take up five articles each made of wool, of cotton and of silk; difference between cotton and linen; between common flannels and dressed woolen goods; between muslin and calico; different modes of coloring fabrics; what articles are made from leather and how leather is manufactured; what articles are made of hair; what of fur; and how hair and fur are prepared for use.

Plane figures, the circle and its parts. This is geometry extended from the tenth class. The following figures should be described: equilateral, isosceles, scalene and right angled triangles; rectangles: the rhombus and the trapezium; the circle, circumference, arc, diameter, radius, chord, segment, sector, semi-circle and quadrant.

Drawing. The attainments already made by the scholars must be ascertained, the course previously pursued with them inquired into, and their lessons taken up at the point which they have reached. Map drawing will be connected with the lessons in Geography, but can in part take the place of other subjects.

Arithmetic. The scholars are now to begin regular lessons from a text book; and a new field of exertion will open before them, that demands some preliminary suggestions. And the first thing to be said is, that the *definitions* that may be encountered are to be committed to memory, after having been clearly explained and understood; but the

rules need not be committed to memory. If they *are* required to be memorized, it must be on the ground, not that they are methods by which to perform operations, but only a concise way of stating those operations. The rule, therefore, is *never* to be memorized, *until after the principle has been elucidated, and explained.* And in all cases, throughout all the classes of every grade, as a general rule, if a scholar is able to elucidate and exemplify a *principle* that he may be taken up on, it shall not be rated as a defect that he is not also able to repeat the given *rule.*

Mental Arithmetic, as a text book study, is not prescribed for this class. But the philosophy of the subject, viz.: the logical statement and analysis orally, of questions and problems in accordance with the principles of the science, may be judiciously associated with slate arithmetic, from the beginning. The teacher may allow the scholars to invent formulæ, never forgetting that the chief object is to teach correct reasoning, rather than to get correct answers.

It will be seen by the course of study for this class, that the notation and numeration of decimals are to be joined with the same operations upon integers. For the mind of the scholar can just as readily embrace the idea of diminution by tenths and hundredths, as of increase by tens and hundreds. And there is economy of time and trouble in such a course.

Geography. This study is now to be begun. Let the remarks under this head in the "General Directions" be carefully read and applied. The subject should be taught by topics, the text book used with great caution, and oral lessons always precede the formal lessons. Nothing should be required to be memorized that is not worth remembering; and details, comparatively insignificant, are not to be emphasized, as if of equal importance with great general truths.

Morals and Manners, Physical Exercises, Vocal Gymnastics, Singing. Attention is directed to the remarks on these subjects already made in other connections. No one of them is to be neglected in any wise, but all are to be carried progressively and systematically forward.

Distribution of time. The allotment of time between the various studies prescribed for this class will be found to vary from the practice to which some teachers have been accustomed, and which they may think indispensable. But it has been graduated by a careful comparison of the values of the studies and the corresponding demands on the teacher's time. It has been altogether too customary to measure the demands of a study by the amount of matter contained in the text book, thus putting our scholars under the volition of the book-makers and making the text books our masters. But every teacher should develop a power to teach independently of the text books, if desirable; and assurance is given that the range of expectation and examination shall be coincident with the prescribed limits of study.

EIGHTH CLASS.

Oral Instruction. — Reviews; rectangular and spherical solids; kinds and properties of matter; laws of motion; National and State coat of arms; historical sketches, Columbus, King Philip, Samuel Adams, Patrick Henry, Washington, Franklin.

Reading and Spelling. — Intermediate Reader; Text book of History; with close attention to enunciation, pronunciation, definitions, historic and other allusions; style; imagery; spelling to page 80 in the Speller and review; elements of Grammar orally; parts of speech, and their uses.

Drawing. — Exercises in connection with oral lessons on Geometry; with map drawing; progressive practice in drawing from cards, representing animals, simple scenes, etc., with reference to securing skill in sketching from nature.

Writing. —

Arithmetic. — To percentage, page 171; perform addition, subtraction and division of fractions by reducing them to a common denominator before performing the operations; omit articles 79 to 105, inclusive; 118, 119, 123, 124, 146, 147, 190, 191, 192; from page 145 to page 149 inclusive; articles 206, 210, 211, 212, 241, 242, 243, 248, 249, 250, 251; take from page 56 to 123 in connection with what is included between articles 238 and 248; in other words, combine the reduction of compound numbers with that of whole numbers, decimals and common fractions; ready reckoning; exercises in combining series of numbers.

Geography. — Finish Primary Geography; map drawing.

Compositions, Declamations and Recitations.

Singing, Physical Exercises, Vocal gymnastics; as before.

Morals and Manners.

Division of time much as in previous class.

Oral Instruction. The reviews of oral course in previous classes, while general, should be systematic and thorough; for much of the subsequent teaching throughout the grades, depends on principles supposed to have been already mastered. The new geometric lessons may embrace the sphere, the cylinder and the cone; the prism, the pyramid, the cube and parallelopiped; and will conclude the subject in this grade.

The National Flag. Teach its history, design, and significance.

National and State Coats of Arms. Confine to the Coat of Arms of the United States and the State of Massachusetts, and teach their form, design and meaning.

Kinds and properties of matter. Define and illustrate the three general classes of matter, viz.: solids, liquids and gases, with their essential properties, such as extension, impenetrability, gravity, divisibility, elasticity, etc. Inertia should be fully discussed, and its laws understood.

Laws of Motion. Attention should be given mainly to the laws of falling bodies; to the effects produced on the motion of bodies acted on by more than a single force; to the centripetal and centrifugal forces; and to various instances of resultant motion found in such cases as swimming, flying, sailing a boat, flying a kite, rowing, etc.

Historical sketches. The personal as well as public history of many

prominent characters will be brought forward in connection with various studies, such as History, Geography, and the reading lessons. But it is desirable to select a few of the most noted representative persons to whom reference is constantly occurring in literature, and familiarize the scholars with the leading events of their lives, and causes of their prominence. Of course extended notices are not desirable. Only such points as are likely to inhere in the minds of the scholars and lead them to seek further information, such as when and where born, early advantages, anecdotes of personal history, traits worthy of imitation, etc., should be dwelt upon.

Map drawing. These lessons may be made interesting and a high measure of accuracy attained, by a series of preliminary exercises, such as, 1. Representation of familiar surfaces, with objects on them, such as the school-room and play-ground. 2. Representation of mountains; do. of rivers; do. of coast lines. 3. Representation of the sphere, with meridians, parallels and circles, to lead to ease in drawing curved lines.

These exercises should be repeated until a good degree of accuracy and rapidity has been secured.

Arithmetic. It is repeated here, because of the great importance of the truth, that the greatest difficulty in the path of a scholar is, to acquire facility in the applications of principles learned, *to examples varied from those given in the text book.* Examples, therefore, should constantly be given that embrace a great variety of form while involving the principle that is under consideration. Thus let the scholars be taught to forget formulas and lay fast hold of principles. They should always have credit for correct reasoning even although their answers may be wrong. It is far better to have a wrong answer with correct reasoning, than a right answer with no power to reason at all.

Geography. Let careful heed be given to the directions and suggestions already set forth on this subject. Better to throw the text book away than to be slavishly tied down to it. Associate the history of places with their location on the map. Call in the aid of association all throughout, by naming the products and staple commodities of the several states, as well as their history; their remarkable curiosities, high mountains, manufactories, etc.

SEVENTH CLASS.

Oral Instruction. — Metals and minerals; air; water; respiration, circulation, digestion; National and State Governments; historical sketches; Lincoln, Grant, Sherman, Sheridan.

Reading and Spelling. — Intermediate Reader; Text book of History; Spelling to page 90 and review; Grammar orally, inflection of nouns and comparison of adjectives.

Arithmetic. — Operations in Compound Numbers, from page 123 to page 150, in connection with what is included between pages 171 and 187, and there close; review; ready reckoning; exercises in combining series of numbers.

Geography. — Colton's, to Europe; map drawing; physical geography connected with descriptive; special attention to the commercial relations of one country with another.

History. — To the Revolution.

Drawing. — Progressive practice.

Compositions, declamations and recitations; singing; morals and manners.

Vocal gymnastics, physical exercises.

Distribution of time. — Oral Instruction, 2 hours per week; Reading, 5 hours; Spelling, 3 hours; Arithmetic, 4 hours; Geography, 3 hours; Singing, 1 hour; Compositions, declamations and recitations, 2 hours; History, 3 hours; Drawing, 1 hour; Vocal and Physical exercises, 1 hour; Writing, 1 hour.

Oral Instruction. Let it ever be remembered that if the true end of these lessons be lost sight of, the results will be disappointing in the extreme. If the teacher consume the time in merely *lecturing* the class, they passively receiving what may be said, they will remember little or nothing. Every point should be so presented as to draw out the scholars' minds. What they have learned already, by observation or inquiry, should first be required. Then the teacher should correct what has been erroneous in their statements, and give such information as they have failed to present. And in all cases, not only in connection with the oral lessons, but with the lessons in every branch, the language of the scholar should be preferred to the formal and studied expression of the scientific treatises. Every effort should be made to improve the language of the child, but it should be his own language, and not the language of another.

Metals and Minerals. The topics treated of may follow this direction: difference between a metal and a mineral; precious metals; useful metals; heaviest; most useful; which a fluid; object lessons on metals and their compounds, and the more common kinds of minerals.

Air and Water. Treat of their component elements; proportion of oxygen and nitrogen in the air; relation of oxygen to life; to combustion. Properties of nitrogen and hydrogen.

Perform some simple experiments illustrating the pressure of the air. Treat of the common properties and use of water; the distinction between hard and soft water; ocean water.

In lessons on the above subjects, and in future lessons on similar topics, it will be very important to illustrate the uses of woods, metals,

elements, etc., in connection with the common things of every day life. Then gradually, the most of the instruments and processes pertaining to household and ordinary business affairs will be passed in review. Thus in connection with the lesson on air, gases may be spoken of, and the use of carbonic acid in charging soda fountains, raising bread, etc.; in treating of heat, combustion may be spoken of, and the nature and ascent of smoke explained; when the uses of water are considered, the steam engine may be described and explained; the difference between a locomotive and stationary engine, between paddle wheels and propellers, etc., etc.

Respiration, Circulation and Digestion. The chief parts of the body have been already learned; and if reviews of lessons given in previous classes have been properly followed up, the scholars are familiar with the general structure of the body so as to be ready for farther advances in physiology. Special attention will now be given to the organs of respiration, circulation and digestion; and the teacher will treat specifically, of the structure and offices of the lungs; their capacity, exercises for their healthy development; respiration; obstructed action; process of purifying the blood; carbonic acid of the breath, how formed, its amount, composition, weight, and relation to life; with illustrative experiments; speak of burning charcoal in a close room; ventilation. The teacher will treat of the structure and offices of the heart, together with the arterial and venous systems; and of the structure and offices of the stomach, mastication, the teeth, saliva, digestion, chyme, chyle, nutrition; impurities; waste of the system, how repaired, proper and improper food, eating too much, too fast, too often, late in the evening, irregularity of meals; dyspepsia.

National and State Governments. The National Government will be fully considered at a later period, when the Constitution is the subject of study. But it is well at this point to review some of its leading features in connection and comparison with those of the State. Let the latter be clearly presented and understood.

Reading. This exercise should now begin to rise above the plane of mere practice in elocution, definitions and the study of language, into that of the simpler elements of rhetoric. The figures of speech that may be found in the reading lessons should sometimes be examined and analyzed; varieties and contrasts of style pointed out, and an attempt made to beget an interest in literature of a pure and elevating kind. Committing to memory choice gems of prose or poetry and reciting them, is highly recommended for every class of the Grammar grade.

Compositions. This essential branch of study must be followed up systematically and critically. Nothing so useful can supply its place. The scholars by this time, should be able to write a letter in a creditable manner, the date, name of the person written to, name of writer, all properly placed, the chirography even and well formed, the capitalization correct, and the letter folded, enclosed and superscribed neatly and correctly. They should have acquired much facility also in writing

impromptu compositions on any given subject. Formal and elaborate compositions of considerable length must not yet be exacted.

SIXTH CLASS.

Oral Instruction. — Mechanical powers; electricity and magnetism; sound; light; heat; historical sketches, Alfred, Elizabeth, Shakspeare, Milton, Napoleon the Great, Jefferson, Webster, Calhoun, Clay; Physiology completed.

Reading and Spelling. — Fourth Reader concluded; Fifth Reader to 100th page; Text book of History; finish the Speller and review.

Grammar. — To the verb.

Arithmetic. — To Exchange, 230 page, and review; omit articles 276, 277, 279, 280; and from 308 to 318; exercises as before; Mental Arithmetic begun.

Geography. — To Africa; map drawing from memory.

Writing. — This may be made an exercise in book-keeping with such scholars as desire it.

History. — To the Constitution, and review.

Compositions, recitations, declamations, abstracts and *written reviews.*

Morals and manners, singing, vocal and physical exercises.

Oral instruction. The Mechanical Powers offer a very interesting field for instruction. Let the illustrations be drawn from as familiar sources as possible, and the scholars enticed to exercise their own minds freely; treat of Gravity, its relations to force and motion; also of perpetual motion, and why it is impossible.

Electricity and Magnetism. Illustrate the production of Electricity, and properties of attraction and repulsion, by simple experiments, with a piece of silk, woolen cloth, etc. Treat of conductors and nonconductors, lightning and lightning conductors, Franklin's kite; properties of the magnet; magnetic needle, mariner's compass, horseshoe magnet, telegraph. Explain the latter fully.

There are numberless simple experiments to illustrate these themes; such as the flying apart of the hair when combed briskly in cold weather; the effects of water in making it smooth; the effects of magnetism as shown in magnetic toys, (swimming fish, etc.) The experiments should be performed generally *first*, and then the lesson drawn from the phenomena exhibited. *What is done*, in this stage of advancement, is more important than scientific theories on the subject.

Sound. Illustrate its production by a stretched cord or other vibrating body. Treat of the following points: action of sound on the ear; high and low sounds, how produced; relation of the air to sound; velocity of sound; thunder; the human voice; varieties of the human voice; name twenty different kinds of sound; echoes; whispering gallery; ear trumpet; musical instruments; bells.

Light. Treat of luminous bodies; velocity of light; difference between the light of the sun and that of the moon; laws of reflection; mirrors; refraction; (experiment — a piece of money in a bowl of water;) action of the microscope and telescope; solar spectrum; rain-

bow; structure and action of the eye; dangers to the eye, from excessive use, bad light and fine print; how cats and other animals see in the night; cause of color; twilight.

Heat. Explain and apply the principles of the following topics and illustrate them as far as practicable. Sources of heat; sensations of heat and cold; burning glasses; good and poor conductors; clothing; structure of ice houses; contraction and expansion; putting tire on wheel; fire bellows; thermometer; glass cracked by hot water; why clocks go faster in cold weather than warm; how to regulate a pendulum clock when it gains or loses time; freezing water; heat absorbed by change from solid to liquid state; freezing mixture of salt and ice; cooling a heated room by sprinkling water on the floor; boiling water; steam and its force; flame, how produced; carbon; wick of candle, why not consumed; use of glass chimney to a lamp; gas for lighting houses; use of blower in kindling a fire; action of a chimney; advantages and disadvantages of stoves, as compared with the old fashioned fireplaces.

Geography. Let the teachers be careful not to fall into a lifeless routine method of text-book question and answer, but to teach mainly by topics, used in various and interesting ways.

Arithmetic. Nothing has been expressly said thus far in this Manual, about the use of the blackboard. But the value set on this instrumentality by the school authorities might have been gathered from the frequent directions involving its use. It is indispensable to a well ordered school. There are numberless occasions, in connection with various studies, especially with arithmetic, when the inspiration and success of the lesson depend on the class lining the room at work on the blackboard. It is a bad sign as to the methods pursued in a class, when the blackboards are wholly or mainly occupied with drawings and verses, thus indicating that they are not valued and used as helps to recitation. These remarks are applicable to all the classes throughout.

Grammar. This is now to be taken up as a text book study for the first time. It is not desirable that the niceties of criticism, which make up the chief part of the text book, should receive attention. For correctness in speaking and writing is acquired more from practice, and the reading of pure, elegant models, than from the knowledge of rules, and the chief part of the time of Grammar scholars must be devoted to those studies that will yield practical fruits. The chief principles of construction and syntax are all that are necessary, and it is especially enjoined not to waste time in memorizing the definitions and rules of the text book when what they attempt to express is really understood.

Compositions. The scholars are now becoming old enough to extend the range of their exercises in this important branch; and every practicable device must be instituted to test and enlarge their knowledge of language, through its instrumentality.

FIFTH CLASS.

Oral Instruction. — Geology, meteorology, astronomy; historical sketches; Demosthenes, Socrates, Julius Cæsar, Cicero, Mohammed, Peter the Great; Babylon, Nineveh, Herculaneum and Pompeii, Rome, Jerusalem, Athens.

Compositions, declamations, abstracts, written reviews.

Reading and Spelling. — Fifth Reader finished; analysis of derivative and compound words, with meaning and use of the more common prefixes and affixes; reviews and test exercises in spelling.

Grammar, — completed; parsing from reading book.

Geography, — completed and reviewed; physical geography specially considered; use of globes.

History. — Text book completed, and reviewed.

Arithmetic. — To Involution, page 264 and review; include from articles 308 to 318 inclusive; ratio, simple and compound proportion, profit and loss, each by analysis only; mental arithmetic; ready reckoning; exercises in combining series of numbers.

Writing. — The elements of book-keeping embraced in this exercise, if desired.

Singing, drawing, vocal and physical exercises, morals and manners.

Oral Instruction. Only the elements of the sciences named under this head are to be treated of; as for instance, a few lessons on the geological formation of the United States, and especially of Massachusetts; coal fields; mineral ores; fossiliferous rocks. A few lessons on the earth and its motions; change of seasons; difference in the length of days and nights at different seasons of the year; length of longest day at the equator; at the tropics; at the polar circles; at the poles; tides; solar system; the sun, its office, distance, magnitude, spots; the moon, its size, distance, different phases; eclipses of sun and moon; planets; their relative size, and satellites; comets; fixed stars. A few lessons on winds, clouds, fogs, dew, frost, rain, snow, hail, ice.

Geography. The scholars should be instructed in the use of the terrestrial globe so as to be able to solve such problems as these: to find the length of a degree of longitude at any given latitude; to find the hours of sunrise and sunset, and the length of day and night at a given place on a given day; to find how long the sun shines without setting, at any given place in the north frigid zone, and how long it is invisible, etc.

But few explicit directions are given in relation to the fifth class. For most of the work that they are to accomplish is by way of review, and attention to those broader and higher relations of study, which cannot be strictly defined and regulated. Much in the control of the studies of this class must be left to the discretion of the teachers. But enough has been already said throughout this Manual, to impart clear conceptions of what should be the inspirations of the school-room, and what are the grand results to be attained.

FINAL REMARKS.

This Manual closes at this point for the present, as the School Committe are not yet prepared to put their views of the work of the High School into explicit form.

The directions that have been made, it must be understood, are not intended to limit and hamper the teachers. The design is to establish a uniform *minimum* of attainments, so that one class may be readily compared with any other of the same rank, and the teachers may realize the existence of a well understood system, that is to organize all their labors. Beyond securing these ends, the teachers may make the course of study as elastic and comprehensive as may be pleasant and practicable.

Every teacher should have, posted up in the school-room, an established order of exercises for each day in the week, assigning a definite time for the beginning and ending of each exercise, together with the times for and topics of *study*, as well as *recitations*.

It is a grave charge against our Common School System, that its rigid classification and methods tend to repress all genius and special aptitudes, and reduce the scholars to a dead level of effort and culture, destructive of the best offices of the mind. It is believed that the modifications of the prevalent methods introduced by this Manual will enable the teachers to develop and foster, to some degree, marked aptitudes of mind, so that they can indicate to parents what occupations will be best adapted to their children in after life. This point is seriously urged on the attention of the teachers. Let scholars moreover, be put forward from class to class as fast as their attainments and capacity will justify it, none who are fit for advancement being kept back because their class, as a whole, do not keep pace with them. And in this connection, it is enjoined, that where a scholar manifests an evident mental incapacity for average attainment in any particular study, it shall be taken

into reasonable consideration in making up the estimates of scholarship.

It has been explicitly and repeatedly stated that improper habits of speech are not often corrected by means of a knowledge of grammatical rules, but rather through attention to the forms in use in good society, and to pure and elegant models in literature. Let this fact have its due influence. *Habits are to be corrected, not rules learned.* There is a method so excellent for the reformation of bad habits in the use of language, that it is here expressly prescribed. Let the scholars be instructed to take note of all mistakes or inelegancies of speech that they may notice in their teachers, companions, friends, etc., and at stated times let their records form the subject of conversation and counsel.

Attention has been called to the fact that the formal verbal definitions in the school books most frequently only substitute one unintelligible word for another. Let the teachers of every grade make application of the remarks on this head. Let them remember that they are to explain words by talking over the substance of the sentences in which they occur, in language that shall be familiar and intelligible to the scholars.

Text Books referred to in this Manual. — Sargent's Readers; Walton's Arithmetic; Colton's Geographies; Kerl's Grammar; Lossing's History of the United States.

REPORT

OF THE

WATER COMMISSIONERS.

The Joint Special Committee of the City Council on Water, beg leave to submit their usual quarterly

REPORT.

They have received from the Water Commissioners the regular monthly reports for October, November and December, the latter of which, containing detailed statements of the progress of the works and estimates of future requirement, they herewith submit to the City Council with the recommendation that it be printed for the information of the public.

For the Committee.

GEO. G. GIFFORD, Chairman.

In Common Council,
January 4th, 1868.

Received, and with the accompanying report of the Water Commissioners ordered to be printed, and sent up for concurrence.

Wm. A. Church, Clerk.

In Board of Aldermen,
January 4th, 1868.

Concurred.

Henry T. Leonard, City Clerk.

REPORT.

City of New Bedford,
Office of Water Commissioners,
December 9th, 1867.

To the Joint Special Committee of the City Council on Water:

Gentlemen:

We beg leave, respectfully, to present you with the twenty-third monthly report of the Water Board.

Annexed you will find a statement of the audit of claims upon the Board, of this date.

The amount is nine thousand and five hundred and four $\frac{56}{100}$ dollars (9,504.56) for which an order has been drawn upon the city treasurer.

On the sixth of this present month, we contracted with George H. Norman, of Newport, R. I., for the furnishing and laying of the Pumping Mains and the Distributing Pipes for the city. The bidding for this contract was very closely contested, and the prices at which the work is let are, in our judgment, exceedingly favorable for the city.

The term for which your commissioners were originally elected, having expired on the 30th of November last, the the present seems a proper occasion to report to your committee the results and expenditures of the past two years, the present condition of the work and the plans and requirements for future operations.

There have been completed to our satisfaction, the Storing Reservoir, Dam, Gate-House and Waste-Way, and the raising of the road which separates the upper and lower sections of the Storing Reservoir.

The clearing of the storing reservoir has been nearly completed, according to the plan adopted by the commissioners.

The work upon the conduit, leading from the Storing to the Receiving Reservoirs, has not progressed as rapidly as we had expected at the beginning of the year. Of the 5⅝ miles required, the brick pipe has been laid a distance of about 4,400 feet, and trench excavation has been partially made for an additional distance of about 11,000 feet. The delay in this part of the work has been exceedingly annoying to the commissioners, and every effort has been made by them in urging forward its completion.

One cause for the slow progress which has been made, may undoubtedly be attributed to the unfavorable season for making brick, and the difficulties which have attended their transportation. So far as the work upon the Conduit has progressed, we have no hesitation in saying that it has been faithfully executed.

The Receiving Reservoir is nearly completed; a portion of the slope-wall, and a small amount of excavation and puddling remaining to be done.

Work has been commenced, and is proceeding satisfactorily, upon the Culvert leading from the Receiving Reservoir to the Pump-Well, and also upon the Pump-Well and Engine House Foundation.

The Distributing Reservoir is in process of construction. The work upon it, temporarily suspended during the winter, will be resumed in the spring.

The Pumping Engine and Pumps are being built, and will, without doubt, be ready for use before the completion of the Conduit.

The contract for the Distribution Pipes requires the completion of this branch of the work on the first day of August next.

The commissioners have arranged all their contracts with a view to the completion of the entire work and the introduction of water during the coming autumn. Every effort will be made by them to secure this result.

The monthly reports which have been rendered to your committee have given the items of the disbursements already made. A repetition of these items is now unnecessary.

The total expenditure up to this date is $127,387.44 (one

hundred and twenty-seven thousand, three hundred and eighty-seven dollars, forty-four cents) ; which sum is divided as follows :

Storing Reservoir, including land and water-rights, raising highway, clearing Reservoir, Dam, Gate-House, Gates, and real estate of A. C. White,		$47,556.23
Conduit, including land and water-rights, and rights of way, excavation, brick and stone masonry,		35,862.89
Receiving Reservoir,		14,873.50
Distributing Reservoir,		6,759.59
Pump-Well and Culvert,		3,980.37
Engineering,		8,268.34
Inspectors,		1,833,90
Salaries :		
Commissioners, one year,	1,500	
Clerk, two years,	600	2,100.00
Miscellaneous,		3,547,28
Preliminary expenditures by city government prior to the appointment of commissioners,		2,605.34
		$127,387.44

In making an estimate of the amounts that will be required to complete the work, the commissioners find themselves unable to state satisfactorily one of the items of expenditure. They refer to the matter of land damages. In estimating the quantity and cost of materials and labor in the construction, they can approximate with considerable accuracy to the actual expenses, but the sums required to liquidate the claims for right of way of Conduit, and land for Distributing Reservoir and Engine House, must necessarily be uncertain. Your commissioners have earnestly endeavored to arrange for the purchase of land and rights of way, without resorting to the taking of them under the statute, and have in all cases manifested a disposition to give the most liberal compensation. But there is, they regret to say, a disposition upon the part of a number of land owners to insist upon the most exorbitant terms. Prices are insisted upon which, in negotiations between individuals, the owners would not think of asking, and which are three and four fold the actual value of the premises or of the amount of damages. In such cases, the commissioners have felt it to be their duty to enter upon the lands which were needed in the construction, and leave the owners to their remedy for compensation as provided by the statute. This course involves costs, expense, and much

annoyance both to the owners and commissioners, but the proper protection of the city against injustice and extortion renders this procedure necessary.

In addition to the sum of $127,387.44 already expended, there will be required to complete the work the following estimated amounts:

For percentage on work already done, retained as security for fulfilment of contracts,	$6,114.83
For completion of Conduit,	108.120.00
For completion of Receiving Reservoir,	1,515.00
For completion of Culvert and Pump-Well,	11,791.00
For completion of Distributing Reservoir,	25.554.00
For Distribution and Hydrants,	99,520.00
For Engine and Pumps,	32,200.00
For Duplicate Engine,	8,000.00
For Engine House and Fixtures,	18,000.00
For Engineering and Inspectors,	10,000.00
For Land Damage,	25,000.00
For Contingencies,	15,000.00
Amount estimated to complete the work,	$360,814.83
Amount already expended,	127,387.44
	$488,202.27

There has been placed to the credit of the Water Works, by the City Council, the sum of two hundred thousand dollars. Of this sum there remains unexpended at this date seventy-two thousand six hundred and twelve 56-100 ($72,612.56) dollars.

In addition to this amount now on hand, there will probably be required during the coming season the further sum of two hundred thousand dollars.

Your commissioners would not, in the present condition of the work, advise loans in excess of this amount until its nearer completion.

The present balance will be sufficient to meet the expenditures of the board until July next.

The committee are already aware, that upon the completion of the Dam in July last the water was collected in the Storing Reservoir, and are also aware of the rapidity with which the Reservoir was filled.

The observations which the commissioners have been enabled to make during the progress of the work, confirm the views previously entertained, that the supply of water will be ample,

not only for the present, but future wants of the city, and that any apprehensions that the enterprise, when completed, will be of little value, on account of the limited supply of water, are groundless.

All of which is respectfully submitted.

WILLIAM W. CRAPO,
WARREN LADD,
DAVID B. KEMPTON,
Water Commissioners.

1868—CITY DOCUMENT No. 10.

REPORT

OF THE

HEALTH OFFICER.

New Bedford, Jan. 1, 1868.

To His Honor, John H. Perry, Mayor, and to the gentlemen of the Board of Aldermen of the City of New Bedford, constituting the Board of Health.

At the close of the second year of the arrangement which, under an appointment from you, placed me in the position which I now hold as Health Officer of the city, I feel at liberty to repeat the statements made by me in my first report, with regard to the result of the plan devised by you and carried out under your directions.

The city has been blessed with another year of freedom from the once much-dreaded cholera, and almost an entire exemption from that long and painful list of diseases whose origin are the impure and deadly accumulations in and about the homes of the people.

To an extent rarely, I believe, witnessed in a community as numerous as ours, the inhabitants of our city are a law unto themselves with regard to the obligations and conditions which belong to the preservation of the public health.

Our city is in a healthy condition, not only in a sanitary point of view, but because the people know, and for the most part act upon the knowledge, what in this respect they owe to themselves and the community. There is yet a healthy tone of opinion and feeling upon the subject. Still, there are exceptions to this; and as it is the exceptional *few* among the great majority of our order-loving people, who render imperative the existence of a vigilant police, so the presence in our midst of the

wilful, the unenlightened, and, I may add, of some whom poverty renders impotent or reckless, creates the necessity for such an official supervision as shall insure a speedy removal, either by kindly advice or admonition, or the weightier arguments of the law, of the causes of discomfort, disease and death, which these classes of our inhabitants allow to accumulate.

That supervision and authority, under your direction, I have endeavored to supply, while its vigilant and discreet exercise has, as I most confidently believe, been of great benefit to the city. It is gratifying to know that the arrangements and measures of the Health Department have been satisfactory to the people.

The address of the Mayor upon the subject of the health of the city, dated April 2d, 1867, has been extensively circulated.

Care has been taken by the same methods followed last year, to call the attention of the pilots and masters of vessels to their obligations under the laws of the State and ordinances of the city. *Two hundred and ninety-five* notices have been issued by me, in cases where the intervention of the public authority was called for. It gives me much pleasure again to state that it is a rare thing for any one, thus notified, to neglect or refuse a compliance with the directions I have felt called upon to give. I feel it my duty, under the experience of the past year, again to express to you the obligations I am under to the police of the city for their prompt and beneficial co-operation.

I annex, as a part of this report, copies of the address of the Mayor, and of the forms used by me in the discharge of my duties.

Respectfully submitted.

T. D. COOK, Health Officer.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of the City Hall, ———, 186 .

To ———:

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon ——— street, at No. —, and occupied by ———, there exists a nuisance dangerous to the public health, ———————.

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must be forthwith abated, and I hereby order you to remove such nuisance within ——— after service of this notice upon you, under the penalties provided in the 26th chapter of the General Statutes, section 8.

———————,
Health Officer of the City of New Bedford.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of the City Hall, 186 .

To ———

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon ——— street, at No —, and occupied by ———, there exists an impure accumulation, offensive in its character and detrimental to the public health, ———————.

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must be forthwith abated.

———————.
Health Officer of the City of New Bedford.

ADDRESS.

CITY OF NEW BEDFORD,
OFFICE OF MAYOR AND ALDERMEN, April 2d, 1867.

To the Inhabitants of the City of New Bedford:

The Mayor and Aldermen of the City, acting as the Board of Health, have felt it to be their duty to order that the vigorous and well-directed operations of the last year for the preservation of the health of the inhabitants, should be renewed.

A Health Officer has been appointed, and he will continue to be found at his office in the south-east corner of the basement of the City Hall.

It has become my duty again to call your attention to the all-important subject of the PUBLIC HEALTH; and in doing so, I have but to repeat the declarations and recommendations of my last year's address.

The Mayor and Aldermen, as the Board of Health of the city, are charged with the duty of securing it from the danger which follows in the train of filthy, impure and decaying accumulations.

The State and City laws make it the duty of the people to do this work for themselves. The penalties for non-observance of these laws are severe in their character and prompt in their application. It is the duty of the Health Officer to see that they are obeyed. To aid you in your efforts to obey the laws of health, which are the conditions and assurances of safety, and the laws of the land, we give you a brief abstract of what these laws require of you:

You are to have suitable *privies*, *vaults*, and *drains* to your tenements. A heavy penalty attends upon the neglect to provide these all-important parts of a decent and safe tenement. There must be no accumulation of stagnant and impure water in and about your premises. There must be no decaying vegetable or animal substance allowed to remain in your cellars, yards, or in any part of the premises over which you have the control. Your sinks, drains, privies, cellars, and yards, are to be freed from, and kept freed from, all accumulations or substances which endanger health. Decaying vegetable or animal substances are as dangerous in your yards as in your cellars — in your cellars as in the rooms in which you eat or sleep.

To assist you in this work, the city carts will, oftener than has heretofore been the practice, pass through the streets and carry away all such rubbish and vegetable matter as may be placed in a condition to be removed.

For this work to be effective it must be thorough. The negligence of any one may render in vain the faithfulness of many. To guard against this, all persons who may be aware of the existence of nuisances upon the premises of others, are requested, without delay, to give information to the Health Officer. With such co-operation on the part of the people as the laws contemplate and enjoin, the Board of Health, pledging themselves to the discharge of all their duties, feel assured that our city will be made thoroughly clean, and that the purification will be followed by safety.

The prompt and earnest attention to this subject which followed my address to you of last year, was highly gratifying to me, and most important and salutary in its results. Our exemption from that class of diseases which find their origin and fatal character in an atmosphere loaded with impurity, was almost without a parallel; and I feel confident that we have only to be equally vigilant and faithful the present year, to be thus, a thousand-fold, rewarded for our efforts.

On behalf of, and by order of, the Board of Aldermen, acting as the Board of Health.

JOHN H. PERRY, Mayor.

CLERK'S OFFICE,

City of New Bedford, March, 1868.

To Persons having Claims against the City.

It is very desirable that persons furnishing materials or service for the city, should carefully note the name of the individual ordering the same, and inquire to what department the charge shall be made.

When there are charges belonging to different departments, separate bills must be made, including only charges belonging to each department. What these are may be readily seen by reference to the foregoing accounts.

Every bill should specify what the article or articles were for, and when for labor, where and when it was performed.

The claimant should have his bill approved by the person authorizing the charge, and then presented to the City Clerk.

All bills thus prepared and presented to the City Clerk, at or before 12 o'clock M. of the Saturday previous to the meeting of the Committee on Accounts, will be laid before said Committee at their next meeting.

No bill or account against the city will be acted on by the Committee on Accounts, unless it shall have been prepared and delivered in accordance with the foregoing regulations.

Bills allowed by the Committee on Accounts will be payable at the Treasurer's office on the Thursday following the meeting at which they were passed.

Meetings of the Committee on Accounts will be held in the afternoon of the first Tuesday in every month at 2 1-2 o'clock.

HENRY T. LEONARD, City Clerk.

RULES

OF THE

SCHOOL COMMITTEE,

AND

REGULATIONS

OF THE

PUBLIC SCHOOLS,

OF THE

CITY OF NEW BEDFORD.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

EXTRACTS FROM THE GENERAL STATUTES OF THE COMMONWEALTH.

CHAPTER XXXVIII.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene, shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

SEC. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil policy of this commonwealth and of the United States, and the Latin language. Such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

SEC. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

SEC. 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SEC. 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committee, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

SEC. 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

SEC. 25. The school committee may dismiss from employment any teacher whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

SEC. 27. The school committee shall require the daily reading of some portion of the Bible in the common English version; but shall never direct any school books calculated to favor the tenets of any particular sect of christians to be purchased or used in any of the town schools.

SEC. 30. If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

CHAPTER XL.

SEC. 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, shall be so returned.

CHAPTER XLI.

SEC. 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public school of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars: but if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SEC. 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend schools in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

SEC. 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

SEC. 9. No person shall be excluded from a public school on account of the race, color, or religious opinions, of the applicant or scholar.

RULES OF THE COMMITTEE.

CHAPTER I.

ORGANIZATION AND MEETINGS OF THE BOARD.

SECTION 1. The Board shall be organized by the choice of a Chairman and Secretary, by ballot.

SEC. 2. The regular meetings of the Board shall be held on the evenings of the first Monday of each month. Special meetings may be held at the call of the Chairman, or in his absence, of the Secretary, and in the absence of both, of three members of the Board.

SEC. 3. Seven members shall constitute a quorum; but there shall be no alteration of the salaries of Teachers, and no alteration or suspension of the Rules and Regulations, unless a majority of the Board vote in the affirmative.

SEC. 4. The rules of proceeding and debate laid down in Cushing's Manual, shall be observed at all meetings of the Board, so far as they are applicable, unless they shall have been modified by special vote.

SEC. 5. At the first meeting of the Board, or as soon thereafter as practicable, the following Standing Committees shall be appointed, viz.:

A Committee on the High School.
A Committee on the Grammar Schools.
A Committee on the Evening Schools.
A Committee on the Primary Schools.
A Committee on the Country Schools.
A Committee on the Farm School.
A Committee on Music and Drawing.
A Committee on Examination of Teachers.
A Committee on Text-Books.
A Committee on Accounts.
A Committee on Expenditures.

CHAPTER II.

DUTIES OF OFFICERS AND STANDING COMMITTEES.

DUTIES OF THE CHAIRMAN.

SECTION 1. The Chairman shall preside at all meetings of the Board.

He shall nominate the Standing Committees, and shall appoint all Special Committees, unless otherwise ordered.

He shall exercise a general care over the schools in matters not specially provided for.

He shall call special meetings of the Board whenever he deems it necessary, or on the application of any two members; and shall approve all bills when they have been passed by the Committee on Accounts.

DUTIES OF THE SECRETARY.

SEC. 2. The Secretary shall make a fair and accurate record of the proceedings of the Board; shall have charge of all papers on file; and perform other duties usually appertaining to his office.

He shall give notice in writing, to every member of the Board, of all its regular and special meetings; to each member of every Standing and Special Committeee of his appointment; and to the Chairman of the Committee of the names of those associated with him, and of the object for which the Committee is appointed. He shall also notify the meetings of each Committee, when requested by its Chairman.

In case of the death, resignation, or absence from the city, of the Chairman, he shall, on the application of any two members, call special meetings of the Board in the same manner as the Chairman.

He shall give notice to teachers of their appointment; shall give them the required certificates of qualification; and shall furnish them with the blank forms of school returns required by law.

He shall also communicate to each teacher the names of the Officers and Standing Committees of the Board, and shall give all other notices which may be required.

DUTIES OF STANDING COMMITTEES.

SEC. 3. The Committees on the schools shall exercise a general supervision over those to which they may be severally assigned, and report their condition to the Board as often as once in three months; and it is recommended that every member of the Board visit all the schools at least once during the year.

The examination of candidates for admission to the High School shall be conducted by the Committee on that school in connection with the Committee on the Grammar schools.

SEC. 4. The Chairman of each of these Committees shall give advice to the Superintendent in any emergency, and decide upon any difficulty between the teachers of the schools of which he is Chairman and the parents or guardians of the scholars.

In all cases of suspension occurring under his direction, or sanctioned by him, he shall report the facts at the next meeting of the Board, unless the scholar shall have been restored; but all his decisions shall be final, unless reversed by the Board.

He may grant leave of absence to any teacher of these schools, or may allow an alteration or suspension of the regular session, whenever he may deem it advisable, or the interests of the school may require; it being understood, however, that no teacher shall be allowed leave of absence unless the Chairman is satisfied that it is necessary. All such favors, with the reason thereof, shall be reported at the next meeting of the Board.

SEC. 5. The Committee on examination of teachers shall hold meetings at least semi-annually for the examination of all those who may present themselves as candidates. Public notice shall be given of the time and place of meeting, and the examination shall be open to all the members of the Board.

Whenever a vacancy occurs in any of the schools, this Committee shall nominate to the Board the candidate in their judgment best qualified for the situation.

SEC 6. The Committee on Text-Books shall have supervision of questions relating to school books, and recommend to the Board such new books, or changes of books, as in their opinion the interests of the schools require, and no book shall be introduced into the schools, unless it has been referred to this Com-

mittee. And no text-book shall be adopted by the Board for the use of any schools, unless a copy thereof shall have been furnished for examination to each member who may desire it, at least one week previous.

SEC. 7. The Committee on Accounts shall examine and pass all bills contracted under the authority of the Board, and shall report quarterly a statement of all bills passed by them.

SEC. 8. The Committee on Expenditures shall have the superintendency of all the buildings occupied by the schools, and the yards and fences connected therewith, and may expend in repairs a sum not exceeding in any one instance $150, reporting each month the amount thus expended, to the Committee on Accounts. They shall furnish all necessary articles, fixtures, and fuel, and cause the yards and rooms to be suitably cleansed. They shall execute all orders of the Board respecting School Houses and their premises, unless otherwise provided for. They shall arrange for the warming and sweeping of the School Houses, and any other services that may be necessary, and the arrangements thus made they shall communicate to the Board, if required. They shall also make arrangements for furnishing the scholars in the public schools with text-books in accordance with the Statute; and the necessary stationery for the use of the schools.

CHAPTER III.

DUTIES OF THE SUPERINTENDENT.

SECTION 1. The Superintendent, under the direction and control of the Board, shall have the care and supervision of the schools, and labor for their improvement; he shall keep an accurate account of all bills approved by the Chairman of the Board, and make out the customary pay rolls.

SEC. 2. He shall visit each school twice at least each term, and oftener when in his judgment it is desirable. He shall annually make a thorough examination of the condition and progress of all the schools, giving public notice of the time of examination, and shall advise the teachers respecting the best methods of instruction and discipline. He shall see that the

regulations of the schools adopted by the Board are obeyed by the teachers and pupils.

SEC. 3. He shall decide upon all applications for admission to any of the schools, except the Country schools, and cases of admission to the High School.

SEC 4. At the close of the Fall term he shall make a written report to the Board, giving an account of the schools he has visited, together with such facts and suggestions relating to the condition of the schools, as he may deem advisable.

SEC. 5. He shall render such assistance as may be required in the examination of candidates for the office of teacher, and also of candidates for the High School.

SEC. 6. He shall report to the Committee on Expenditures any repairs that may be needed, or any want of the schools, of furniture, fixtures, or fuel.

SEC. 7. He shall mature and put into operation a systematic method by which the Truant officer may work, advise that officer in regard to his duties, and require from him regular reports thereupon.

SEC. 8. In every case requiring temporary arrangements to be made, he shall immediately report the same to some member of the committee assigned to the schools in which it occurs.

SEC. 9. He shall, under the direction of the Board, hold monthly meetings of the teachers for an interchange of views upon methods of instruction and discipline.

SEC. 10. He shall devote his entire services during the school hours to the duties of his office, and shall keep regular office hours, other than the school hours, at a place provided for that purpose.

SEC. 11. He shall attend the meetings of the Board when requested, and give such information as may be desired respecting the condition of the schools.

CHAPTER IV.

APPOINTMENT AND COMPENSATION OF TEACHERS.

SECTION 1. The teachers of the schools shall be appointed at the meeting on the first Monday of July, and shall hold their places for one year, unless removed by the Board. Appoint-

ments, however, may be made at any other time and for a less period, if in any case it may seem desirable. And all appointments of teachers to new situations shall be for only one term.

SEC. 2. The vote upon the appointment of each teacher shall be taken separately, and if requested by any member, by ballot.

SEC. 3. The salary of the teachers shall be fixed at the time of appointment, and no reduction shall be made during the term of their appointment.

SEC. 4. The teachers shall receive their salary at the close of each term, pro rata. If any teacher shall leave the service of the city before the time of regular payment, he shall receive a proportionate compensation for the period he has actually been employed since the time when the last regular payment was made.

SEC. 5. If any teacher is absent from school on account of illness, no deduction shall be made from his salary on that account, unless his absence shall occasion the appointment and payment of a substitute.

REGULATIONS OF THE SCHOOLS.

CHAPTER I.

GENERAL REGULATIONS.

SECTION 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with the portion relating to their own duties, and to the instruction and discipline of their respective schools, and to see that they are faithfully observed.

SEC. 2. The school year shall begin on the first Monday of September, and shall be divided into four terms. The first term shall close on the Friday preceding "Thanksgiving," and be followed by a vacation of one week; the second and third terms shall be each eleven weeks, and each followed by a vacation of one week; and the fourth term shall be so many weeks as to make in all forty-three school weeks in each year, and shall be followed by a vacation extending to the beginning of the next school year.

The regular holidays shall be every Saturday through the year, the twenty-second of February, Fast days, the Fourth of July, and Christmas day.

SEC. 3. The schools, except the High School, shall commence their morning session at nine o'clock, and close at twelve o'clock, through the year. The afternoon session, except in the country schools, shall commence at two o'clock, and close at half past four o'clock, from the first day of November to the end of the second term. The remainder of the year it shall commence at two o'clock, and close at five o'clock.

All the schools shall commence punctually at the prescribed hours, and each school-house shall be opened at least fifteen minutes before the session commences.

Sec. 4. There shall be a recess of fifteen minutes for *every* pupil each half day, including the time occupied in going out and coming in, which recess shall take place as nearly as may be at the middle of each session.

Sec. 5. No scholar shall be admitted into any of the schools without a certificate from a physician, or other proof satisfactory to the Superintendent, that he has been vaccinated or otherwise secured against the small pox. No such proof, however, shall be required of those who are transferred from one school to another.

Sec. 6. The regular days for the admission of scholars shall be the first day of each term, and the first Monday in each month. No child shall be admitted as a pupil into a Primary School, who has not attained the age of five years, nor into the Grammar Schools unless regularly transferred, or found upon examination to be qualified to enter the lowest class therein, except by the Superintendent; and no scholar, under six years of age, shall be admitted to a Primary School for the first time after the close of the third week.

Sec. 7. Every school-room shall be opened, and all the teachers shall be present, ten minutes before the hour for the commencement of each session. And the scholars shall be required to be in their seats punctually when the hour arrives.

Sec. 8. The Principal of each school shall read, or cause to be read, a portion of the Sacred Scriptures at the opening of the morning session; and the Board recommend that prayer also be offered by one of the teachers, or at least that the Lord's Prayer be repeated, by a teacher alone, or by the teachers and scholars in concert.

Sec. 9. In all cases of absence or tardiness of the scholars, the teacher shall require from parents or guardians an excuse made in person or by writing.

Sec. 10. No scholar shall be permitted to leave school before the regular hour of closing, except in case of sickness or some emergency.

Sec. 11. No contribution or subscription for any purpose whatever shall be introduced into, nor shall any pamphlets or newspapers of any kind be distributed in any school.

Sec. 12. No person shall be allowed to visit any school, as agent of any exhibition or entertainment of any kind.

Sec. 13. The teachers shall each receive copies of the text-books used by them respectively, with a list of the books prescribed for their schools, and shall strictly follow the course of instruction prescribed by the Board.

Sec. 14. The introduction and perusal of books not connected with assigned studies is absolutely prohibited, and also of all papers or pictures; and in any instance of violation of this rule, such books, papers, or pictures, shall be taken possession of by the Principal, and disposed of in such a manner as will prevent their return to the schools.

Sec. 15. All instructors shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family, and shall avoid corporal punishment, by which is understood, all infliction of bodily pain, in all cases where good order can be preserved by milder measures; and it shall be the duty of the several teachers in the public schools to keep a record of all instances of inflicting corporal punishment, and of the nature of the offence, which record shall be open, at all times, to the inspection of the Superintendent and of the School Committee.

Sec. 16. For obstinate or violent opposition to his authority, or when the example of any scholar is very injurious, the teacher may suspend such scholar during the remainder of the session in which the misconduct occurs, and shall immediately report the case to the parent or guardian of the scholar, and if circumstances require, to the Superintendent, who, if he shall find it necessary, shall report the case to the Chairman of the Committee assigned to the school, and the said Chairman may extend the suspension of such scholar from the school, and report the case to the next meeting of the Board.

Teachers may detain scholars after the regular school hours, not exceeding thirty minutes.

Sec. 17. To promote the well-being of their pupils, it shall be the duty of the teachers, as far as is practicable, to exercise a general inspection over them, as well out of the school-house, as within; and on all suitable occasions to inculcate "the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and a basis upon which a republican constitution is

founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

Sec. 18. If any scholar shall wilfully deface, defile, or otherwise injure any of the school-houses, or the desks, furniture, fixtures, books, apparatus, out-buildings, or fences belonging to the same, a written notice shall be sent by the Principal without delay to the parent or guardian of the pupil, informing him that unless the injury is repaired, or a compensation paid within one week from the date of said notice, the offender will be suspended from the school until the pleasure of the Board shall be known.

Sec. 19. The teachers shall take care that the school-houses, the apparatus and books in the same, and all the public property intrusted to their charge, are not defaced or otherwise injured by the scholars; and it shall be their duty to give timely notice to the Committee on Expenditures of any repairs or supplies which may be needed.

Sec. 20. The teachers shall carefully preserve neatness in the school-houses, by having them properly swept and cleaned, under the direction of the Committee on Expenditures, and they shall also give vigilant attention to their ventilation and temperature.

Sec. 21. The Registers required by law shall be faithfully kept by the Principals in each school, and when filled, shall be returned to the Secretary of the Board, and no one shall be reappointed by the Board, who does not strictly comply with the requisitions of the Board and the law of the Commonwealth, in this respect.

Sec. 22. Any teacher contemplating a resignation of his situation, shall give four weeks' notice of such intention, in writing, to the Secretary of the Board. If such notice is not given so as to allow time to procure a substitute, no compensation shall be allowed for any services rendered within four weeks of the time the resignation takes effect.

Sec. 23. In case of the illness of a teacher, of such severity as to prevent his attendance, he shall give information thereof

to the Superintendent, and in no case shall a teacher appoint a substitute.

SEC. 24. The Principals shall, by frequent examination, acquaint themselves with the condition of all their classes, and shall give such advice and instruction to their assistants, as may be found, upon such examination, to be called for. And it is strictly enjoined upon them to see that the scholars are not advanced in their books or studies, until they are qualified to profit by such advancement.

SEC. 25. In all cases of difficulty in the discharge of their official duties, and whenever they may stand in need of assistance, teachers shall apply to the Superintendent, or in his absence, to the Chairman of the Committee assigned to the school, for advice and direction.

SEC. 26. The teachers of the several grades and classes are required to give their special attention to the directions in the Manual of Instruction, which will be strictly adhered to and enforced as far as may be practicable. And they are especially enjoined to endeavor to enter into the spirit of those directions, that they may apply them with intelligence and enthusiasm.

HIGH SCHOOL.

SEC. 1. An examination of candidates for admission to this school shall be had during the week succeeding the close of the summer term. Public notice shall be given by the Chairman of the Board, in one or more newspapers, of the time and place of such examination; and the questions for the examination shall be previously submitted to the Board by the Superintendent.

A detailed report of this examination shall be made to the Board, containing the names of those who appear to be qualified for admission, and after the action of the Board thereon, the Secretary shall send to each successful applicant a certificate of admission, to be presented to the Principal.

The candidates for admission shall present to the Committee a certificate signed by the Principal of the school they last attended, stating their scholarship and standing in that school.

Pupils who are found qualified, upon an examination conducted by the Principal of this school and the Superintendent, may be admitted to an advanced class in the school at the commencement of the term.

Candidates for admission to this school must be at least twelve years old, and shall pass a satisfactory examination in

Reading,
Spelling,
Writing,
English Grammar,
Arithmetic,
United States History,
Modern Geography.

Sec. 2. The pupils in this school may remain members of it four years, and during this period it is expected they will accomplish the following:

COURSE OF STUDY.

FIRST YEAR.

1*st Six Months*, — Algebra, History, English Language or Latin.
2*d* " " Algebra, History, English Language or Latin.

SECOND YEAR.

1*st Six Months*, — Geometry, Natural Philosophy, English Language or Latin.
2*d* " " Geometry, Natural Philosophy, English Language or Latin.

THIRD YEAR.

1*st Six Months*, — Astronomy, Book-keeping, Moral Philosophy or Latin.
2*d* " " Arithmetic, Chemistry, Physical Geography or Latin.

FOURTH YEAR.

1*st Six Months*, — Geology, Arithmetic, Constitution or Latin.
2*d* " " Intellectual Philosophy, Physiology, Botany or Latin.
Drawing and Music through the whole course.

French, after the first year, shall be optional and *extra*. Scholars preparing for College will be required to attend only to those studies necessary for admission. Scholars pursuing a partial course in Latin may be excused from one English study.

The Latin and Greek authors to be read by the classes not intending to enter College shall be selected from time to time

by the Principal, with the concurrence of the Committee on the school.

An accurate knowledge of the English language shall be considered of the first importance in this school. Every class shall devote a portion of time to some exercise connected with this branch of knowledge.

Every class shall also have the benefit of direct moral instruction. It shall be the duty of the teachers on all suitable occasions to impress upon the minds of the scholars under their care principles of truth and virtue. Every class shall have a regular exercise in the science of morals.

COLLEGE COURSE.

SEC. 3. Those desiring to enter College may, after a thorough preparation in the English studies required for admission to any New England College, continue the study of Latin and Greek in special classes until qualified.

Those not designing a College course, shall be at liberty during any part of their term of study, to join such of the classes in these languages as their time admits.

[The foregoing Rules and Regulations for the government of the High School remain in force, the Committee not being prepared for a more thorough revision of them at this time.]

GRADED

COURSE OF INSTRUCTION

FOR THE

PUBLIC SCHOOLS OF NEW BEDFORD,

WITH ACCOMPANYING

DIRECTIONS TO TEACHERS.

Adopted by the School Committee, Dec. 30, 1867.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

COURSE OF INSTRUCTION.

INTRODUCTION.

The teachers in the service of the city are enjoined to bestow careful attention on the contents of this Manual of Instruction, which is intended to serve several very important purposes: first, to embody, in a systematic form, such principles in reference to education, as shall clearly indicate to the teachers what the School Authorities hold to be the true philosophy on the subject, so that there shall be one common starting point of purpose and endeavor: second, to furnish such specific directions and suggestions, as shall equip new teachers with abundant instrumentalities for profitable exertion: third, to establish a system of study based on subjects rather than text books, so that the teachers will be able to discriminate in the text books between what is useful and what is useless, and discard the latter; and thus to make the text books their servants and not their masters: fourth, to organize the studies of the schools on a carefully graded basis, so that there shall be uniformity in the course of study prosecuted in similar schools or classes, and thus the authorities be able readily to compare one school with another, and to make transfers from one school to another: fifth, to inform the parents and friends of our scholars, in a concise and definite manner, what is embraced in a complete course of study, and what, at any stage of their progress, their children may be presumed to have been taught. These, it will instantly appear, are all points of peculiar interest and importance; and the directions of this Manual will be strictly adhered to and enforced.

ORGANIZATION OF THE SCHOOLS.

The fully organized schools are divided into three GRADES, viz., Primary, Grammar, and High.

The course of study, for all these Grades, is arranged to occupy *thirteen years.*

The Grades are divided into CLASSES, corresponding to the number of school years. Of these classes, four are included in the Primary grade, five in the Grammar grade, and four in the High grade.

The classes in the Primary grade, and part of the classes in the Grammar grade will be subdivided into SECTIONS; but no class is to have more than two sections, except in case of positive necessity.

The COUNTRY SCHOOLS will conform to the directions of this Manual, as far as circumstances will allow.

GENERAL DIRECTIONS.

There are certain fundamental principles pertaining to the instruction of youth, that it is incumbent on teachers to appreciate and refer to, as the indispensable groundwork of real success. Some of them are as follows:

1. A worthy and aspiring character is of far more importance in human life than the highest triumphs of mind, if the two are to be separated. Let the teacher therefore, solemnly and constantly hold this truth in view, impress it on the minds of the scholars, and make the school a training field for the achievement of moral as well as of intellectual successes:

2. There is something of far greater influence in the school-room than any formal principles and rules that the teacher may institute for the discipline of his school; and that is, his *real character*, as it unconsciously manifests itself in his ordinary words and deeds. It is this unconscious influence that is the paramount moral force in the school-room, giving it its predominating tone, and correspondingly moulding the characters of the scholars. It is something whose realities no hypocrisy can either feign or conceal. Above all things, therefore, it behooves the teacher to be of such a spirit, that his instincts and impulses shall all be pure and true:

3. The natural order of development of a child's faculties is, 1st, Perceptive; 2d, Conceptive; 3d, Reasoning. And this is also the natural order of mental action in investigating any particular subject. It is of the first importance, therefore, at

every stage of progress, to address the perceptions first. Half the efforts of teachers in general are worse than wasted, because they are satisfied to present the topics of study to their scholars in an abstract form. *Of a consequence*, there being no exercise of the *perceptions*, the *conceptions*, framed out of vague abstractions, are likely to be false or grossly distorted. Let this then be a fundamental rule; *always to illustrate the studies with appropriate visible objects* when time and opportunity will permit:

4. Manners are of so much importance as to have been characterized as Minor Morals. That only is a good school, therefore, in which the teacher, uniformly setting an attractive *example* of graceful and refined demeanor, rigidly insists on good manners in the scholars, reproving every instance of unbecoming behavior. In like manner, every violation of the proprieties of speech is to be corrected. No remark, under any circumstances, should be allowed in the school-room that is not properly worded. No study or effort, in later years, will thoroughly correct the bad habits in this regard that have been formed in childhood. Therefore let all the intercourse of the school-room, as well as every formal recitation, be an exercise in the use of language; habituating the scholars to correct, exact and elegant modes of expression. Let every question be required to be pointed and precise; every answer, to embrace a complete proposition:

5. A sound body is necessary to a sound mind. Therefore let the utmost attention be given to secure a pure atmosphere in the school-room; let the postures of the scholars be so regulated as to avoid unnecessary fatigue; and the intellectual exercises be relieved by physical, to strengthen and cultivate muscle as well as mind:

6. Last but not least of these grand leading directions, the teacher must be actuated by a sincere enthusiasm in the work of the school-room. Nothing can compensate for the want of that.

DISCIPLINE.

The first step toward the successful government of a school is self government in the teacher. Loss of temper is loss of power and of prestige. There should be so much hearty sympathy with childhood, notwithstanding its faults and short

comings, so much profound sorrow at every exhibition of vicious propensities by a scholar, as to make it well nigh impossible for a scholar to provoke the teacher to anger. Such a result should never appear.

Corporal punishment as a last resort in cases of obstinate misconduct, is not forbidden. But it is to be inflicted apart from the school, in measure proportioned to the offence and long enough after the offence, for calm and sober reflection on the part of both teacher and pupil. By that time an honest and candid confession of wrong by the pupil may supersede the necessity of punishment.

Wholesale threats should never be made by a teacher, that, in a certain contingency, corporal punishment will be inflicted. For the offender may happen to be one so constituted or situated that such punishment will be improper; and thus the teacher's word must be made good, to the scholar's injury, or broken to his own injury and to the injury of the discipline of the school.

Whatever inflicts bodily pain or places in physical fear, is, strictly speaking, corporal punishment. And let no teacher, through a desire to avoid multiplying such cases, have recourse to practices that produce all the pernicious effects of formal and acknowledged corporal punishment, without any possible good. Such practices are meant as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained and painful positions and the like. All such dodging substitutes are expressly forbidden. If the teacher's judgment and conscience demand that corporal punishment should be inflicted, let it be inflicted in a proper way, and honestly and fairly recorded.

Let it be carefully remembered that a candid confession of wrong on the teacher's part, — and what teacher does not sometimes err? — will strengthen rather than weaken authority; while evasion or duplicity to cover it over begets unmeasured contempt.

Order in school is of the first importance; at the same time that school is best governed in which there is the least appearance of government. A noisy teacher makes a noisy school. Nervous and reiterated calls to order, or frequently calling out the names of disorderly scholars, creates the necessity of ceaseless repetitions of the same kind. Let there be perfect system,

maintained by signals with a bell or taps, all as light and noiseless as possible.

MENTAL DISCIPLINE.

Mental discipline is an essential object of intellectual education, since without the power of using the faculties of the mind to good advantage in dealing with the facts that may be learned, those facts will prove only useless lumber in the memory. And there can be no discipline without methodized labor.

No study or portion of study is to be imposed solely for the vicarious purpose of disciplining the mind. For it is believed that substantial discipline will be acquired from all studies that are practically useful, if they be thoroughly and earnestly pursued. And we have no time in our schools for anything beyond the practically useful. But it is specially enjoined that every prescribed study be taught in such a systematic and methodical as well as interesting manner, as healthfully to task the powers of the scholar. Whether the teaching be oral or from text books, it must start from clearly stated principles, and be methodical, thorough and tasking, or it will merely touch the surface of the scholar's mind and be forgotten, or leave only vague and confused impressions behind it.

It is important, therefore, that scholars should not be helped over difficulties that they are able to overcome themselves.

It is equally important, on the other hand, that they should not be engaged in studies that are in advance of the sufficient maturity of their minds to understand them. There is all the difference in the world between the activities of a mind that is healthfully put upon its energies, within the sphere of its present capacity, and those that it exerts in a struggle to grasp what is beyond its capacity. Some scholars suffer from the want of a little assistance given at the proper time and in the proper way. This should never be direct, but, by starting back to some point which they do understand, let them be led up to the difficulties to be encountered. The principal difficulties in a scholar's path lie in his inability to apply principles to examples that vary in form and phraseology from the illustrations given him when he learned the principles. The similarity of examples should be shown.

Teachers should be very careful not to talk too much them-

selves when hearing recitations. They should question; and so make their scholars talk; and lead them to think and reason and inquire. The talking, in general, should be mostly on the scholar's side.

The power of attention is essential to the successful prosecution of study at every stage of progress; and the best efforts of teachers should be directed to the cultivation of this great power. The habit of attention may be and should be formed early. Its formation depends upon the power of the teacher to interest the pupil, and upon letting the lesson cease, the moment the attention begins to flag.

Let no teacher imagine that there can be no mental discipline unless in connection with such hard work as is distasteful and irksome. The best discipline is often attained from delightful exercises. A study may be a positive recreation, and still exact the profoundest effort. A well trained child delights to overcome difficulties.

THE STUDY OF LANGUAGE.

The most important of all studies up to and through the highest classes in the school course, is the study of language. For words are the symbols of thought, and the keys to all other studies. Just in proportion to the extent of a person's knowledge of language is, in general terms, the range of his mind; since, in a practical light, we cannot think without words. The greatest impediment to the intelligent progress of our youth, as their studies have heretofore been prescribed, has been, that their knowledge of the language has by no means kept pace with the sequence of their studies; so that the majority of them have not understood the meaning of the phraseology of the new text books, that they have been put upon from time to time. Therefore the exercises on which the study of language depends, must receive, at every stage of progress, the most careful attention. These are Reading, Composition, Abstracts, Definitions, etc.

READING.

Good reading implies two distinct processes carried on at one and the same moment, viz.: comprehension of the author's

meaning, and power to convey to others an intelligent and adequate idea of it. The training of the scholar in reading, therefore, involves two separate kinds of instruction; one of the mind, the other of the voice. Neither of these must be sacrificed to the other, and receive disproportionate attention.

It is very common to give undue prominence to the training of the voice, to the prejudice of reading as an intellectual exercise. This has arisen, in part, from the influence of the elaborated lessons on Elocution prefixed to the reading books, which have impressed some teachers with the idea that a fine elocution is the main object of the exercise of reading. Many teachers accordingly limit the amount of the reading of their classes for a whole term, to a few rhetorical pieces, bestowing attention on nothing except the drill in articulation and modulation. This course renders the vocal training itself well nigh useless. For how can scholars modulate, correctly, passages of which they do not know the sense? And, not having been taught enough of language to understand the meaning of what they read, they never know how to apply their lessons on elocution.

While all positive faults of reading are *always* to be noticed, such as hesitating, repeating or clipping words, catching, cadences at the pauses, singsong emphasis, stumbling, indistinctness of utterance and the like, express drill in elocution should not occupy more than *two-fifths* of the time given to the reading exercises; or two lessons out of five. The other three should be devoted to purely intellectual ends; such as thoroughly mastering the thought and emotions of the pieces that may be read, by means of questions; to elucidate their scope; the historical, biographical and other references; the etymology and meaning of words; the character of the style, and the peculiarities of the imagery.

Fluency in the utterance of sentences, without appreciation of their meaning, is a useless accomplishment. And a single sentence or paragraph often answers a better purpose for a lesson than an entire page. Still the great mass of scholars need to be taught how to read common literature *well*, more than how to read a few pieces admirably. The fewer the pieces that may be read, the narrower the range of familiarity with the gems of literature, and with the varieties of style; and the less probability of acquiring a taste for reading. And very

much, under an enthusiastic, judicious teacher, fond of literature and conversant with its attributes, can be accomplished in simply reading selections, without special drill of any kind.

One or more words for the reading lesson, well explained and understood, should be added to the scholar's vocabulary every day. For this purpose let new words that occur be practiced upon by means of writing exercises, by being compared with their synonyms and wrought into sentences.

To tell a scholar that he does not read a passage correctly, without practically exemplifying the correct reading, is a waste of time. To keep a passage in circulation around a class, telling the scholars successively called on, "to try and read it better than it has been read before," not having given the correct reading, is a still greater waste and loss. One cannot teach elocution by abstract directions. It is taught only by model and imitation.

For the teacher to enunciate a passage as a model, without requiring precise conformity by the scholar, is almost equally futile.

Some teachers have a good deal of reading in concert. Let it be understood that this method is an injury, and involves a loss of time, except when used as an accessory in teaching elocution. For each scholar so reading is trammeled by the consciousness that he is to keep exact tone and pace with the others, and all nice individuality of expression is lost. Besides, the lazy take advantage and move their lips without enunciating at all.

But in teaching elocution it is an almost indispensable helper. For a class, *as a whole*, will catch and deliver with nicety, tones and inflections that an individual is unable to give correctly. Let the teacher begin a reading exercise by reading with true spirit and propriety the whole piece that forms the lesson. Then let him take up the first sentence, and call on a scholar to imitate his rendering of it. If he gives it incorrectly, let him appeal to the class to give it, then call on the individual again. If still wrong, let him read the passage himself, or appeal again to the class; and so forward until every requisite tone is given with precision.

But, after all, the chief obstacle to the successful teaching of reading is the sluggishness of teachers themselves. Dronish,

monotonous formality in such a connection is fatal. Enthusiasm is essential to good teaching, in all branches, but especially when reading is to be taught. There must be a vivid, irresistible inspiration in the exercise, or the scholars had better be doing something else.

COMPOSITIONS, WRITTEN ABSTRACTS, ETC.

There is no instrumentality so useful as the exercises that may be classified under this head. Nowhere is there such thorough and accurate as well as rapid progress, as where it is employed. It creates much labor for the teacher, but it affects the deepest life of the school.

By nothing else is the study of language so profitably aided, and in its various forms and methods it is earnestly prescribed.

Compositions are usually hateful things. It is because the subjects assigned are very often abstract and difficult, and the exercise is required to be of a length that is appalling to those who perhaps have had so little true practice in thinking, and giving expression to thought in writing, that they exhaust their power in penning a few sentences. Formal Compositions would have come with far more freedom and merit from the classes in the High School if the scholars had had systematic preparatory training in this direction, in the lower grades.

Such training may be begun with success and profit in Primary schools. As soon as children are able to write script legibly, they are able to write compositions. And such writing may be made one of the pleasantest exercises ever prescribed.

But it must be imposed in simple and attractive ways; and the same may be said in regard to it, in connection with all the classes up to the High School. It may be at one time an object lesson, first given in an interesting manner, to be written off from memory; second, a brief impressive anecdote or story, first clearly and intelligently read or told by the teacher, to be related by the scholars in writing, after an interval long enough to test their attention and memory; third, a letter required, to describe some event that has been witnessed by all; fourth, a list of words prescribed to be wrought into appropriate sentences; fifth, elliptical sentences prescribed, the pupil to supply the lacking words; sixth, single words assigned, for sentences to be made from; seventh, sentences partly written, the schol-

ars to complete them, making perfect sense; eighth, passages to be written from dictation, to test the scholars' power to catch correctly what falls from others' lips.

These and other methods of the kind may be introduced and so varied, as to be among the most interesting of the school exercises, as they will also prove among the most useful.

The making of abstracts of lessons is another form of composition, of exceeding value. It is well to encourage the scholars to use their own language in their abstracts, as far as they are able; and no composition of any kind should be passed by, until all its defects have been carefully pointed out and corrected. It is well to return compositions, after the mistakes have been indicated, to be re-written. Let the teachers strive to perfect their scholars in the fundamental attributes of a good style, exactness and condensation.

Written reviews are of high value. They cultivate thoroughness and accuracy of scholarship, and freedom and skill in the use of language. An excellent method of conducting them is to write several topics distinctly on the blackboard, and require the scholars to enlarge on them as fully and accurately as possible. Another is to propose several questions involving the most important points in what has been studied, and require full and accurate replies.

WRITING.

The most profitable way of teaching writing in copy books, is by making it a simultaneous class exercise, conducted by counting, all the members of the class thus attending to the same thing at the same time.

The objection to this is, that while it secures a correct well-proportioned handwriting, it destroys all individuality. Thus graduates of Commercial Colleges write handsomely, but their writing seems to have been made by inanimate machinery, it is all so exact and alike.

But systematic lessons in copy books are necessary, in order to correct bad habits and discipline the hand to regularity. And if there be frequent writing exercises in connection with the various studies, and they be made tests of chirography as well as mental improvement, the bad effects of drill with copy

books will be counteracted, and a good free handwriting secured, possessing marked individuality.

The blackboard is indispensable in teaching writing. The forms and principles of each copy should be written on the board, both correctly and incorrectly, and the contrasts pointed out.

SPELLING.

A teacher should grudge all the time given to this exercise, because it is just so much subtracted from intellectual progress. For spelling is not an essential attribute of good writing. It is only a *grace*. One can couch splendid thought and rhetoric in sentences abominably misspelled.

Yet bad spelling is a great deformity of composition; and our scholars must be carefully taught to spell. But it behooves the teachers to see to it that no time be wasted on the study, through misuse.

Instruction in spelling must begin early. It is held by some that spelling should only keep pace with the use of the reading book, and be confined to words whose meaning is understood. But this would postpone a vast number of important words until late in the school course; and it is a point settled by experience, that those who do not learn to spell when quite young, *seldom or never learn at all*. This then must be made an exception to the general rule about study. It must be, in part, a process of unintelligent memorizing.

The teachers should strive to relieve its monotony by as many devices as possible. No study can be more easily varied and made interesting. None on the other hand, can be made more stupid and unendurable.

There is, first, the old fashioned spelling match; second, "spelling down;" third, letting each scholar put out a word for the next to spell, confining the selection to the last lesson in geography, history or some other limit; fourth, the whole class to pronounce the word given out, then one scholar to give the first letter, the second the next, and so forward from one to another, the whole class to pronounce the word when it has been spelled; fifth, the teacher to read a sentence and require the words to be spelled in succession. These are some of the methods to secure interest and attention.

Written exercises in spelling should be regularly required.

These four rules are of the greatest importance: first, words when given out to be spelled should be pronounced in a natural tone of voice; second, the ordinary approved pronunciation should not be departed from, for the sake of more clearly indicating the orthography; third, no word should ever be tried upon twice; fourth, scholars should always be required to syllabicate the words given them to spell.

MANNERS AND MORALS.

Few remarks under this head are necessary, in addition to what has been already said. The graces of character are cultivated in children not so much by exhortation and precept, as by resorting to expedients that will call the better affections and qualities into active exercise. The exercise of virtuous principles confirmed by habit, is the true means of establishing a virtuous character.

Anecdotes and examples illustrating the exercise of love to parents, brothers and sisters, and companions, respect to the aged, kindness to animals, benevolence, &c., are of great value in this connection.

Every case of quarreling, cruelty, deception, &c., should be made to appear in its true light. The selfishness of children is the greatest obstacle to moral training. Let the teacher strive to counteract it.

Every instance of ill manners in the intercourse of the children with each other, as well as with the teacher, should be corrected. The position of the scholar in his seat, or in class; his movements in passing to and fro, his posture when standing, should all receive careful oversight.

No teacher can expect to make his scholars more civil, more courteous or more truthful and virtuous, than he is himself.

ARITHMETIC.

The value of the study of Arithmetic, whether for use or for discipline, depends on the clearness, accuracy and thoroughness with which it is learned. Therefore let every principle be perfectly understood, so that it can readily be applied to examples, selected or made up by the teacher, differing from those in the text book.

The fundamental rules, so mastered that the scholar can apply them rapidly and accurately, are of more importance practically, than anything else. So merchants and bank officers tell us. They want for accountants, *ready reckoners*. Therefore the addition and subtraction tables are to be learned as faithfully as the multiplication table, and the scholars in the appropriate classes practiced habitually in exercises in combining series of numbers. As for example: Take 7, add 5, add 11, subtract 9, add 15, subtract 12, multiply by 2, divide by 8 — result? Also in adding columns of figures rapidly, giving aloud only the successive amounts during the process.

The prescribed formulas should often be laid aside, and the scholars allowed to present their own methods of solution.

Teachers must be careful not to let their scholars waste time in cyphering, after enough examples have been performed to illustrate and teach a principle. Cyphering, of itself, is a mere mechanical process that imparts no discipline whatever.

In no branch is it so requisite to illustrate the exercises through the perceptions, as in Arithmetic. Every step should be exemplified through objects. The tables, Addition, Subtraction, Multiplication and Division, must be thus demonstrated to the senses, before they are imposed as tasks. Problems in Mental Arithmetic should thus be solved and made clear to the younger minds. The denominate tables should be always learned *by means of weights, measures and coins themselves*, so far as is practicable: and copiously illustrated and explained thereby. Geometric problems should be drawn out on the blackboard.

GEOGRAPHY.

No study, heretofore, has been taught less successfully than that of geography. It is chiefly because, in a slavish and narrow adherence to the text books, names of countries, cities, rivers, mountains, gulfs, islands, etc., with the directions in which they lie from each other, have been forced into the scholars' minds, without any of that information, and those illustrations, which will render such facts intelligent and interesting. What is the use of loading the memory with the names of places, if their history or local circumstance be not given, to invest them with character and associations? What is the use

of repeating in succession the rivers of a country, if nothing is taught of their course, size, how far navigable, and what commerce is carried on through them?

Geography, of all studies, should be independent of the text book. It should be taught out of minds thoroughly understanding the subject in all its relations, so as to be teeming with illustrations. Some of the best teachers of the subject use no text book at all.

The best way to teach it is by topics; great fundamental truths should never be lost sight of in insignificant details.

The relations of the earth to the solar system, its form, divisions and motions; the tropics, polar circles, latitude and longitude, alternations of day and night, equinoxes and solstices; physical geography in its main features, and as it affects climate, soil, productions, commerce; the different nations of the earth in their origin, boundaries, interior life and relations to each other, are the main topics that should be taught, severally, as soon as the minds of the scholars are capable of understanding them. *And all minor details in each of these departments should be omitted, until the great leading facts have been mastered.*

There can be no clear conception of the outlines and features of a country, unless they can be more or less correctly *drawn by the hand.* Therefore, map drawing will be considered an indispensable accompaniment of progress in geography.

ORAL INSTRUCTION.

The prescribed studies to be given orally, will be considered as essential a part of the course as any other. The lessons must be thoroughly prepared and arranged. Only thorough preparation will enable the teacher to be pointed, concise and accurate. And the lessons must be recalled and impressed by reviews and abstracts, or their effects will be evanescent.

DRAWING.

It needs to be clearly understood that the object of drawing in our schools is not to teach the scholars how to make pictures, so much as to train the hand to be expert and graceful in its motions, and to educate the observing powers. It is to be begun, therefore, at the earliest moment, and systematically

followed up, enlisting the deepest interest and care of the teacher. No class is to be expected from such exercises. And if they are properly attended to in the lower classes, there will be such proficiency in sketching the simpler forms when the scholars arrive at the class where they are to practice under the regular drawing teacher, that they can at once attempt the higher elements of the subject with interest and success.

SINGING.

The teachers of those classes which are instructed by the singing master will aid him in his exercises, that the attention and interest of all the scholars may be secured. And the teachers of other classes will take special care to train their scholars, not only to sing, but to sing correctly and tastefully. A school that sings out of time, tune and taste, had better not sing at all.

But when the proprieties of the exercise are secured, there is nothing so animating and refreshing, as a relief to the work of the school.

It has been fully demonstrated that primary scholars can be taught to read music as easily as they can be taught to read words. And encouragement will be given to any teacher in the grade, who is ready to teach music in this manner.

PHYSICAL EXERCISES.

These will be required from every class. But they must be performed in a spirited manner, or they are of little use. The methods are very various, and are left to the discretion of the teachers.

HISTORY.

The study of History, like that of Geography, is too frequently so conducted as to be distasteful, wearisome and well nigh fruitless. It is made a matter of cold, formal question and answer, the answers, perhaps, required to be given memoriter, so that the study is made one of dry words, instead of interesting facts.

Like Geography, History should be taught by topics; and especial care should be exercised *not* to confine the scholars to the language of the text books, so that in preparing the lessons they may concentrate their attention on the facts and connection

of the narrative, and not on the phraseology in which it is expressed.

Too many dates, names and other details must not be required, as the memory will be overtasked and perhaps confused. A judicious selection should be made, in each of these particulars. These remarks are especially applicable to the Grammar grade; for a complete mastery of the text book of History, in use in that grade, is impracticable.

The text book of History is prescribed as a Reading book in the lower classes of the Grammar schools, so as to familiarize the scholars with the phraseology, and prepare them for History as a regular study.

PROMISCUOUS DIRECTIONS.

1. To hear recitations by calling up a class seriatim and propounding a question to each, after he has been called up, is apt to be a dronish, monotonous, paralytic affair. There is no emulation — no inspiration about it. The moment a scholar has been thus called up, all the rest say to themselves, "There, his recitation does not concern me;" and they subside into mental inactivity. A recitation should be so conducted as to inspire and animate the whole class, putting every mind to the top stretch of exertion.

2. A chief difficulty in schools is that the scholars *do not know how to study.* They do not know how to analyze statements, find out definitions, apply principles, obtain illustrations, etc. Therefore it is often more important for a teacher to study a lesson with the scholars, than to hear it recited after it has been studied. Such a method, the teacher leading the scholars on step by step, exciting their minds to work earnestly, but preventing any groping in the dark, is so valuable, that it is specially recommended to the teachers who are so situated that they can institute it.

3. Teachers should insist on a full, free tone in reading or reciting; the mouth to be opened wide, and the vocal organs properly exercised.

4. There should be, whenever it is possible, three stages in every recitation; first, brief review of the preceding lesson, tracing its connection and bearing; second, the lesson of the day, recited and illustrated, and the scholar's thought elicited,

until it is thoroughly comprehended; third, arranging the next lesson, the teacher taking care to remove unnecessary obstacles, by explaining difficult terms, suggesting the right method of working and preparing the mind to work with interest.

Thus each lesson will be gone over to some extent, three times in three successive days.

5. No recitation with any class in any grade is to be prolonged, after the minds of the scholars have become fatigued, and the attention flags.

6. There are several points in connection with corporal punishment, that teachers should ever bear in mind. First, that corporal punishment is by no means a moral force. It appeals only to the lowest elements of our nature; and at the best, therefore, can be merely a provisional measure. Second, a teacher's moral power is in an inverse proportion to the amount of corporal punishment that he finds it necessary to inflict. Third, LOVE AND SYMPATHY ARE THE NOBLEST AGENCIES IN A SCHOOL ROOM.

7. *Order* is of the first necessity in every school. But there is a degree of motionless stillness thought requisite by some teachers, that is pleasant only to superficial observers. For such stillness is secured only by painful and unnatural constraint. Children are endowed with an intense desire for activity, for their health and development; and this desire must be recognized. Martinet drill in motionless stillness, is desirable at times, as a test of thorough discipline, but not as the rule of action. There is a certain amount of motion and noise incident to school work, that is reasonable and agreeable to a healthy mind. The motion and bustle of a noisy, uncontrolled school are very different from those of a good school heartily and self-forgetfully *at work*.

Especially must the above suggestions be heeded by Primary teachers. Motionless stillness in their schools would be a wicked achievement.

COURSE OF STUDY FOR PRIMARY SCHOOLS.

THIRTEENTH CLASS.

Oral Instruction. — The human body, its chief parts and their uses; five senses; common objects, their form, size, color and more observable properties.

Reading and Spelling. — Begun with elementary sounds and names of letters, learned from cards and blackboard, and carried forward to reading lessons as far as the 70th lesson in the Primer; word teaching; spelling from the reading lessons, by sound and by letter. Two or more lessons each day.

Drawing on the slate; straight and curved lines, first separately, then combined to form letters; simple geometric forms, figures, objects, etc., from pictures or sketches by the teacher.

Vocal Gymnastics, — according to the prescribed system, once every session, the exercises to be always very short.

Singing, — for a few minutes, at least twice each day.

Physical exercises, — for from three to five minutes, twice at least each session.

Printing, — the small letters, so as to be able to print any easy monosyllable that may be given out.

DIRECTIONS AND SUGGESTIONS.

Oral Instruction. — The oral lessons to so young children must be very simple and conversational, beginning with the familiar objects that they have been accustomed to at home, and feel an interest in; such as their toys and plays. They should be encouraged to tell the teacher all they know. One great use of such lessons is to develop the senses and perceptive faculties, to lead to habits of attention and observation, and train the memory by associating words with things. The scholars should be encouraged to bring to the teacher objects for examination.

The senses will afford an abundant field for interesting instructions. Their offices, powers and contrasts, the effects of their deprivation, should all be dwelt on and illustrated.

Reading. The old rote method of teaching the letters and Primer will not be tolerated. The little ones must be taught in a more intelligent and kindly manner. The new methods are so perfectly convenient, and may be made so attractive, that only lazy timeservers will refuse to employ them.

Word teaching should be combined with the spelling method. It will help the scholars far more rapidly on. For a word is just as readily learned so as to be called at sight, as a letter. The oral exercises may

in this way be made to help the reading exercises. Thus the teacher may print the names of objects spoken of in the object lesson, on the blackboard, if not too long and difficult, and cause the scholars to pronounce them, and associate the word picture with the vocal name.

The methods by which little beginners may genially and intelligently be carried on from the first lesson in the elements to connected sentences in the Primer, by means of cards, pictures, blackboard, letters on blocks, slate exercises, etc., are too various to be detailed in this manual. They are fully described in the approved books on the subject; and no Primary teacher will be considered fit to begin her work until she is so conversant with them as to be able to employ them.

The scholars should be taught how to hold the pencil in printing on the slate, so as not to form bad habits: and it will be well, sometimes, to make it a simultaneous exercise, conducted by the teacher carefully and systematically.

There should also be systematic and simultaneous exercises in drawing, the teacher making a model on the blackboard, giving the pupils opportunity to follow her, line by line.

In spelling by sound or by letter, and in all other vocal exercises, special pains must be taken to secure accurate and distinct articulation. And in the oral lessons, all remarks by the scholars must be properly worded.

No exercise should be more than from ten to fifteen minutes long. No child should be kept sitting still with nothing to do. A motherly, patient, cheerful, loving, sympathizing spirit should be the guardian genius of a school of this class, and thus the school-room be made a happy place.

The teachers of this class will give special attention to the "general directions," especially on the points of morals, manners and order.

TWELFTH CLASS.

Oral Instruction. — Thirteenth class exercises reviewed; domestic animals; primary colors; flowers or trees; the three kingdoms of nature.

Reading and Spelling. — Exercises on blackboard and cards continued; spelling by letters and sounds from the reading book, and through "Second Class" in Speller; names and forms of the pauses; Primer finished and to the 60th lesson in First Reader; exercises at least twice a day.

Counting, which is not specially prescribed for the thirteenth class, from one to one hundred; relations and combinations of numbers up to ten; all by means of objects, blocks, nuts, beans, etc., or the numeral frame; Roman numerals.

Drawing. — Inventive drawing may be introduced; a certain number of lines assigned, at first only two, and the scholars encouraged to combine them in as many ways as possible; set lessons in drawing, from elementary cards, or models sketched by the teacher; exercises twice a day, carefully supervised to secure right holding of pencil, right method, etc.

Singing, Morals and Manners.

Vocal Gymnastics as in thirteenth class.

Physical Exercises, do.
Writing. — Script writing will now be taught.

Oral Instruction. Thus far the object has been to awaken curiosity in the children, and lead them to observe, without much attempt at system or classification. Now a system should commence, that shall be carefully followed up through the succeeding classes. Objects are therefore to be classed under three general heads, — animal, vegetable and mineral — according to the three great kingdoms of nature. The teachers will remember that they must cultivate precision and accuracy of statement, and perfectly understand what they attempt to explain.

The course to be pursued, in this connection, is admirably detailed in some of the manuals for teachers on the subject.

In the lessons on *Domestic Animals*, treat of their general structure, relative size, covering, and what use men make of their covering; modes of defence; kinds of food, habits, teeth, etc.; and give anecdotes illustrative of their intelligence, sagacity, cunning, affections, etc.

Colors are now to be taken up; and the subject is of so great practical importance, that the lessons must be carefully and discriminatingly given. Everybody has to do with colors in some or other ways; and because so little instruction is usually given to children on the subject, very few persons can accurately distinguish shades of color, and appropriately name them. The Primary Colors are red, blue and yellow. The teacher must be sure to have the true prismatic shades as models, and teach the scholars to discriminate accurately. In various and constantly occurring ways, this subject may be illustrated. Flowers may be brought and compared, pieces of cloth, etc.

Reading and Spelling. The scholars should be required to hold their books properly; taught to point out and explain *title page*, *table of contents*, *leaves*, etc., everything that goes to make up a book. In preparing exercises in spelling, it is very important that the scholars should hear the words first pronounced by the teacher, so that the true pronunciation shall be the only one to be impressed on their minds.

Numbers are now to be begun upon; and the teachers should remember always that the relations of numbers are very difficult to be comprehended by a child. Therefore let every step be illustrated, according to the "Course of Study," in various ways. Let the scholar's apprehension be frequently tested, and if he do not understand the lesson, let the teacher patiently illustrate it again. The teachers are referred to the elementary treatises spoken of, for detailed suggestions on this head.

Verses and Maxims may be taught to scholars of this grade and the exercise will form both a pastime and a source of improvement.

ELEVENTH CLASS.

Oral Instruction. — Wild animals; trees or flowers; secondary colors; divisions of time; review of previous oral instruction.

Reading and Spelling. — First Reader finished and reviewed; Second Reader to 31st lesson; spelling by letters and sounds in reading lessons, and to 31st page of the Speller; frequent exercises in speaking words at *instant sight*, from cards, blackboard or book; questions on the meaning of what is read.

Drawing and Writing. — These exercises to be progressively continued; words selected from the reading lessons to be framed into other sentences, so as to confirm the scholars in a true idea of their meaning; other simple exercises in composition.

Singing, Morals and Manners, Physical exercises, Vocal gymnastics, Verses and Maxims.

Length of time and alternation and frequency of exercises as in previous class.

Oral Instruction. Only the better known wild animals should be treated of, such as the elephant, camel, deer, bear, tiger, fox, rabbit, owl, whale, shark, alligator. The points to be considered are partly identical with what has been taught about domestic animals. Resemblances and contrasts to domestic animals should be traced; and anecdotes related as before.

Secondary colors. These are violet, indigo, green and orange. The first two are composed of red and blue: the third of yellow and blue and the last of red and yellow. The suggestions on the subject given in the tenth class are applicable here.

Trees and flowers. If trees are treated of, such trees should be selected as the children have the opportunity of seeing and of studying. The difference should be exemplified between an oak, a maple, an elm, a pine, &c. Their structure, method of growth, uses of the bark, leaves, roots, etc., should be explained. If flowers are treated of, the common garden or house plants should be selected.

Reading. Some words from each reading lesson are prefixed to the lesson, with what profess to be definitions attached. The teachers of this class and all the Primary classes must remember that the meaning of the defining word is likely to be just as mysterious to the scholars as that of the word defined. It is therefore an unintelligent and objectionable course to impose these definitions to be learned, unless they have first been themselves clearly explained. Even then, the explanation is likely to be better for the scholars than the text book definition.

Spelling. Let the children spell common words, not in the lesson, as an occasional exercise; also their own names; the name of the city; state; days of the week; months of the year.

Numbers. The children should be taught to construct their own addition tables by the use of the slate and pencil, a great variety of exercises being introduced.

There may also be exercises in reading and writing Roman numerals to one hundred, forward, backward and irregularly.

TENTH CLASS.

Oral Instruction. — General classification of animals; qualities, characteristics and use of objects; contrasts of qualities in different objects; tints and shades; lines and angles.

Reading and Spelling. — Second Reader completed and reviewed; spelling, by letters and sounds, from the reading lessons and to page 45 of the Speller; careful attention to enunciation, pronunciation, illustrations and definitions; the use of capitals.

Drawing, Writing. — Progressive exercises as before; systematic attention to writing simple compositions.

Numbers. — The tables completed and reviewed; numeration through four places; simple problems in mental and written arithmetic, occasionally; exercises in ready reckoning, and in adding and subtracting series of numbers.

Physical exercises, Vocal gymnastics, Singing, Morals and Manners, Verses and Maxims.

The length and alternation of recitations and exercises much the same as in previous classes.

Oral Instruction. It is desirable, by this time, that the scholars should be taught to classify the animals about which they have learned, and here is introduced the general classification into beasts, birds, fishes, insects and reptiles. The subject suggests its own treatment to every active mind.

Color. The primary and secondary colors have been treated of. We now come to their tints and shades. The method of teaching will be much as before, great care being taken to discriminate accurately in assigning the appropriate names to samples, and arranging the samples, first with reference to the natural order of colors, secondly with reference to complementary colors. Harmonies and discords of color should be pointed out.

Qualities, etc. This introduces a very prolific field of instruction. Visible objects are infinitely diversified both as to number and qualities; and their uses are correspondingly various. The teacher must select, not at random, but so as to combine the most interest with the most instruction. The Manuals on Object Teaching give much information as to both methods and materials for such instruction; and to them the teacher is referred for details.

Lines and Angles. The subject of Geometry is here introduced. The lines and linear figures that the little ones have been drawing hitherto without much, if any, system, are now to be scientifically combined. Definitions must be made clear, concise and truthful. The meaning of the terms, *straight, curved, crooked, horizontal, vertical, oblique*, etc., as applied to lines, and *acute, obtuse* and *right*, as applied to angles, must be clearly impressed on the scholars' minds through many illustrations. The distinction between the words *vertical* and *perpendicular* must be defined and illustrated. A vertical line is perpendicular only to the horizon, and can have only one direction, and that is towards the zenith. A perpendicular line may be either vertical, horizontal or oblique,

if it form a right angle with some other line. It is a perpendicular to that line.

It is held by some Educators that the mind of a child will understand Geometry sooner than it will Arithmetic. The teachers of this class will have an opportunity of putting this to the proof.

Numbers. In teaching the tables, let the general direction, page 16, be carefully observed, that their truth is to be demonstrated to the senses before they are to be imposed as tasks. Let the Multiplication and Division tables be learned together and at the same time, one being the converse of the other. Let the scholars be exercised on tables that they construct themselves, as in class eleven.

In their drawing lessons, in part, the scholars may have exercises to practice on lines and angles.

GRAMMAR GRADE.

NINTH CLASS.

Oral Instruction. — Reviews; trades, tools and materials; articles eaten and worn; plane figures; circle and its parts; abbreviations.

Reading and Spelling. — Third Reader; frequent exercises in enunciating difficult combinations of consonants; spelling to page 53 of the Speller.

Drawing. — The exercises in this branch should be in uniform progression from class to class. Drawing cards should be used as studies, adapted to the stage of advancement, or what is better, sketches by the teacher on the blackboard, so that the scholars may first see every stroke of the crayon in their formation; map drawing.

Writing. — Pen and ink will now begin to be used; see general directions under the head of "Writing;" Compositions.

Arithmetic. — Written Arithmetic begun and carried through division; numeration of decimals to be taught simultaneously with numeration of integers; in teaching the four fundamental rules, decimals to be combined with whole numbers, the instruction to be chiefly oral, and only to embrace the most important particulars; in the text book, what is included between page 150 and page 159, Art. 238, to be joined with what is included between page 9 and page 56; omit articles 50, 61, 62; omit all examples more than enough to give a clear intelligence of the application of principles; frequent applications and illustrations other than those in the text book; exercises in adding, subtracting, multiplying and dividing series of numbers; ready reckoning.

Geography.—Primary Geography to South America, with map drawing.

Singing; Morals and Manners; Vocal gymnastics; Physical exercises.

Distribution of time. — The aggregate time per week, to be given to each study and exercise should be in general, as follows: Oral instruction, 2 hours; Reading, 5 1-2 hours; Spelling, 4 hours; Arithmetic, 4 1-2 hours; Geography, 3 hours; Singing, 1 hour; Writing, 1 1-2 hours; Drawing, 1 1-2 hours; Compositions, 2 hours; Vocal and Physical exercises, three or four minutes at a time, several times a day.

Trades, tools and materials. Such trades as are connected with the absolute necessities of life should, for evident reasons, be first considered. Of such are the trades of the printer, the carpenter, the mason, the painter, the shoemaker, the tailor, the milliner, the farmer, the miller, the baker, &c. Inquiries may be made of the children as to the trades which their parents may follow, and immediate interest be thus thrown around the lessons. The names and uses of the most prominent tools employed by each tradesman, and the materials wrought upon, with the articles to be manufactured should be called for.

Articles eaten and worn. This theme suggests for itself the appropriate method of treating it. The more common articles are first to be taken up; then the less common and luxurious. Foreign should be carefully distinguished from home products, and the children should have maps before them to find the places whence the articles are brought. By this their knowledge of geography will be increased in an interesting way. The points about the growth and preparation for the table of articles of food, and processes of manufacture of articles of apparel; the different kinds of food and clothing suited to warm and cold climates; the kinds of animals best fitted to our own wants, for supplying food and clothing; the articles raised and manufactured at home, that are sold in exchange for foreign articles; these and kindred topics should be systematically and discriminatingly taught. The limits of the different topics may be as follows: *of food*, different kinds of breadstuffs, how grown and prepared; butter and cheese; ordinary meats; condiments, salt, pepper, nutmeg, etc.; sugars of different kinds, and how made; tea, coffee and chocolate; table fruits; *of apparel*, take up five articles each made of wool, of cotton and of silk; difference between cotton and linen; between common flannels and dressed woolen goods; between muslin and calico; different modes of coloring fabrics; what articles are made from leather and how leather is manufactured; what articles are made of hair; what of fur; and how hair and fur are prepared for use.

Plane figures, the circle and its parts. This is geometry extended from the tenth class. The following figures should be described: equilateral, isosceles, scalene and right angled triangles; rectangles: the rhombus and the trapezium; the circle, circumference, arc, diameter, radius, chord, segment, sector, semi-circle and quadrant.

Drawing. The attainments already made by the scholars must be ascertained, the course previously pursued with them inquired into, and their lessons taken up at the point which they have reached. Map drawing will be connected with the lessons in Geography, but can in part take the place of other subjects.

Arithmetic. The scholars are now to begin regular lessons from a text book; and a new field of exertion will open before them, that demands some preliminary suggestions. And the first thing to be said is, that the *definitions* that may be encountered are to be committed to memory, after having been clearly explained and understood; but the

rules need not be committed to memory. If they *are* required to be memorized, it must be on the ground, not that they are methods by which to perform operations, but only a concise way of stating those operations. The rule, therefore, is *never* to be memorized, *until after the principle has been elucidated, and explained.* And in all cases, throughout all the classes of every grade, as a general rule, if a scholar is able to elucidate and exemplify a *principle* that he may be taken up on, it shall not be rated as a defect that he is not also able to repeat the given *rule.*

Mental Arithmetic, as a text book study, is not prescribed for this class. But the philosophy of the subject, viz.: the logical statement and analysis orally, of questions and problems in accordance with the principles of the science, may be judiciously associated with slate arithmetic, from the beginning. The teacher may allow the scholars to invent formulæ, never forgetting that the chief object is to teach correct reasoning, rather than to get correct answers.

It will be seen by the course of study for this class, that the notation and numeration of decimals are to be joined with the same operations upon integers. For the mind of the scholar can just as readily embrace the idea of diminution by tenths and hundredths, as of increase by tens and hundreds. And there is economy of time and trouble in such a course.

Geography. This study is now to be begun. Let the remarks under this head in the "General Directions" be carefully read and applied. The subject should be taught by topics, the text book used with great caution, and oral lessons always precede the formal lessons. Nothing should be required to be memorized that is not worth remembering; and details, comparatively insignificant, are not to be emphasized, as if of equal importance with great general truths.

Morals and Manners, Physical Exercises, Vocal Gymnastics, Singing. Attention is directed to the remarks on these subjects already made in other connections. No one of them is to be neglected in any wise, but all are to be carried progressively and systematically forward.

Distribution of time. The allotment of time between the various studies prescribed for this class will be found to vary from the practice to which some teachers have been accustomed, and which they may think indispensable. But it has been graduated by a careful comparison of the values of the studies and the corresponding demands on the teacher's time. It has been altogether too customary to measure the demands of a study by the amount of matter contained in the text book, thus putting our scholars under the volition of the book-makers and making the text books our masters. But every teacher should develop a power to teach independently of the text books, if desirable; and assurance is given that the range of expectation [and examination shall be coincident with the prescribed limits of study.

EIGHTH CLASS.

Oral Instruction. — Reviews; rectangular and spherical solids; kinds and properties of matter; laws of motion; National and State coat of arms; historical sketches, Columbus, King Philip, Samuel Adams, Patrick Henry, Washington, Franklin.

Reading and Spelling. — Intermediate Reader; Text book of History; with close attention to enunciation, pronunciation, definitions, historic and other allusions; style; imagery; spelling to page 80 in the Speller and review; elements of Grammar orally; parts of speech, and their uses.

Drawing. — Exercises in connection with oral lessons on Geometry; with map drawing; progressive practice in drawing from cards, representing animals, simple scenes, etc., with reference to securing skill in sketching from nature.

Writing. —

Arithmetic. — To percentage, page 171; perform addition, subtraction and division of fractions by reducing them to a common denominator before performing the operations; omit articles 79 to 105, inclusive; 118, 119, 123, 124, 146, 147, 190, 191, 192; from page 145 to page 149 inclusive; articles 206, 210, 211, 212, 241, 242, 243, 248, 249, 250, 251; take from page 56 to 123 in connection with what is included between articles 238 and 248; in other words, combine the reduction of compound numbers with that of whole numbers, decimals and common fractions; ready reckoning; exercises in combining series of numbers.

Geography. — Finish Primary Geography; map drawing.

Compositions, Declamations and Recitations.

Singing, Physical Exercises, Vocal gymnastics; as before.

Morals and Manners.

Division of time much as in previous class.

Oral Instruction. The reviews of oral course in previous classes, while general, should be systematic and thorough; for much of the subsequent teaching throughout the grades, depends on principles supposed to have been already mastered. The new geometric lessons may embrace the sphere, the cylinder and the cone; the prism, the pyramid, the cube and parallelopiped; and will conclude the subject in this grade.

The National Flag. Teach its history, design, and significance.

National and State Coats of Arms. Confine to the Coat of Arms of the United States and the State of Massachusetts, and teach their form, design and meaning.

Kinds and properties of matter. Define and illustrate the three general classes of matter, viz.: solids, liquids and gases, with their essential properties, such as extension, impenetrability, gravity, divisibility, elasticity, etc. Inertia should be fully discussed, and its laws understood.

Laws of Motion. Attention should be given mainly to the laws of falling bodies; to the effects produced on the motion of bodies acted on by more than a single force; to the centripetal and centrifugal forces; and to various instances of resultant motion found in such cases as swimming, flying, sailing a boat, flying a kite, rowing, etc.

Historical sketches. The personal as well as public history of many

prominent characters will be brought forward in connection with various studies, such as History, Geography, and the reading lessons. But it is desirable to select a few of the most noted representative persons to whom reference is constantly occurring in literature, and familiarize the scholars with the leading events of their lives, and causes of their prominence. Of course extended notices are not desirable. Only such points as are likely to inhere in the minds of the scholars and lead them to seek further information, such as when and where born, early advantages, anecdotes of personal history, traits worthy of imitation, etc., should be dwelt upon.

Map drawing. These lessons may be made interesting and a high measure of accuracy attained, by a series of preliminary exercises, such as, 1. Representation of familiar surfaces, with objects on them, such as the school-room and play-ground. 2. Representation of mountains; do. of rivers; do. of coast lines. 3. Representation of the sphere, with meridians, parallels and circles, to lead to ease in drawing curved lines.

These exercises should be repeated until a good degree of accuracy and rapidity has been secured.

Arithmetic. It is repeated here, because of the great importance of the truth, that the greatest difficulty in the path of a scholar is, to acquire facility in the applications of principles learned, *to examples varied from those given in the text book.* Examples, therefore, should constantly be given that embrace a great variety of form while involving the principle that is under consideration. Thus let the scholars be taught to forget formulas and lay fast hold of principles. They should always have credit for correct reasoning even although their answers may be wrong. It is far better to have a wrong answer with correct reasoning, than a right answer with no power to reason at all.

Geography. Let careful heed be given to the directions and suggestions already set forth on this subject. Better to throw the text book away than to be slavishly tied down to it. Associate the history of places with their location on the map. Call in the aid of association all throughout, by naming the products and staple commodities of the several states, as well as their history; their remarkable curiosities, high mountains, manufactories, etc.

SEVENTH CLASS.

Oral Instruction. — Metals and minerals; air; water; respiration, circulation, digestion; National and State Governments; historical sketches; Lincoln, Grant, Sherman, Sheridan.

Reading and Spelling. — Intermediate Reader; Text book of History; Spelling to page 90 and review; Grammar orally, inflection of nouns and comparison of adjectives.

Arithmetic. — Operations in Compound Numbers, from page 123 to page 150, in connection with what is included between pages 171 and 187, and there close; review; ready reckoning; exercises in combining series of numbers.

Geography. — Colton's, to Europe; map drawing; physical geography connected with descriptive; special attention to the commercial relations of one country with another.

History. — To the Revolution.

Drawing. — Progressive practice.

Compositions, declamations and recitations; singing; morals and manners.

Vocal gymnastics, physical exercises.

Distribution of time. — Oral Instruction, 2 hours per week; Reading, 5 hours; Spelling, 3 hours; Arithmetic, 4 hours; Geography, 3 hours; Singing, 1 hour; Compositions, declamations and recitations, 2 hours; History, 3 hours; Drawing, 1 hour; Vocal and Physical exercises, 1 hour; Writing, 1 hour.

Oral Instruction. Let it ever be remembered that if the true end of these lessons be lost sight of, the results will be disappointing in the extreme. If the teacher consume the time in merely *lecturing* the class, they passively receiving what may be said, they will remember little or nothing. Every point should be so presented as to draw out the scholars' minds. What they have learned already, by observation or inquiry, should first be required. Then the teacher should correct what has been erroneous in their statements, and give such information as they have failed to present. And in all cases, not only in connection with the oral lessons, but with the lessons in every branch, the language of the scholar should be preferred to the formal and studied expression of the scientific treatises. Every effort should be made to improve the language of the child, but it should be his own language, and not the language of another.

Metals and Minerals. The topics treated of may follow this direction: difference between a metal and a mineral; precious metals; useful metals; heaviest; most useful; which a fluid; object lessons on metals and their compounds, and the more common kinds of minerals.

Air and Water. Treat of their component elements; proportion of oxygen and nitrogen in the air; relation of oxygen to life; to combustion. Properties of nitrogen and hydrogen.

Perform some simple experiments illustrating the pressure of the air. Treat of the common properties and use of water; the distinction between hard and soft water; ocean water.

In lessons on the above subjects, and in future lessons on similar topics, it will be very important to illustrate the uses of woods, metals,

elements, etc., in connection with the common things of every day life. Then gradually, the most of the instruments and processes pertaining to household and ordinary business affairs will be passed in review. Thus in connection with the lesson on air, gases may be spoken of, and the use of carbonic acid in charging soda fountains, raising bread, etc.; in treating of heat, combustion may be spoken of, and the nature and ascent of smoke explained; when the uses of water are considered, the steam engine may be described and explained; the difference between a locomotive and stationary engine, between paddle wheels and propellers, etc., etc.

Respiration, Circulation and Digestion. The chief parts of the body have been already learned; and if reviews of lessons given in previous classes have been properly followed up, the scholars are familiar with the general structure of the body so as to be ready for farther advances in physiology. Special attention will now be given to the organs of respiration, circulation and digestion; and the teacher will treat specifically, of the structure and offices of the lungs; their capacity, exercises for their healthy development; respiration; obstructed action; process of purifying the blood; carbonic acid of the breath, how formed, its amount, composition, weight, and relation to life; with illustrative experiments; speak of burning charcoal in a close room; ventilation. The teacher will treat of the structure and offices of the heart, together with the arterial and venous systems; and of the structure and offices of the stomach, mastication, the teeth, saliva, digestion, chyme, chyle, nutrition; impurities; waste of the system, how repaired, proper and improper food, eating too much, too fast, too often, late in the evening, irregularity of meals; dyspepsia.

National and State Governments. The National Government will be fully considered at a later period, when the Constitution is the subject of study. But it is well at this point to review some of its leading features in connection and comparison with those of the State. Let the latter be clearly presented and understood.

Reading. This exercise should now begin to rise above the plane of mere practice in elocution, definitions and the study of language, into that of the simpler elements of rhetoric. The figures of speech that may be found in the reading lessons should sometimes be examined and analyzed; varieties and contrasts of style pointed out, and an attempt made to beget an interest in literature of a pure and elevating kind. Committing to memory choice gems of prose or poetry and reciting them, is highly recommended for every class of the Grammar grade.

Compositions. This essential branch of study must be followed up systematically and critically. Nothing so useful can supply its place. The scholars by this time, should be able to write a letter in a creditable manner, the date, name of the person written to, name of writer, all properly placed, the chirography even and well formed, the capitalization correct, and the letter folded, enclosed and superscribed neatly and correctly. They should have acquired much facility also in writing

impromptu compositions on any given subject. Formal and elaborate compositions of considerable length must not yet be exacted.

SIXTH CLASS.

Oral Instruction. — Mechanical powers; electricity and magnetism; sound; light; heat; historical sketches, Alfred, Elizabeth, Shakspeare, Milton, Napoleon the Great, Jefferson, Webster, Calhoun, Clay; Physiology completed.

Reading and Spelling. — Fourth Reader concluded; Fifth Reader to 100th page; Text book of History; finish the Speller and review.

Grammar. — To the verb.

Arithmetic. — To Exchange, 230 page, and review; omit articles 276, 277, 279, 280; and from 308 to 318; exercises as before; Mental Arithmetic begun.

Geography. — To Africa; map drawing from memory.

Writing. — This may be made an exercise in book-keeping with such scholars as desire it.

History. — To the Constitution, and review.

Compositions, recitations, declamations, abstracts and *written reviews.*

Morals and manners, singing, vocal and physical exercises.

Oral instruction. The Mechanical Powers offer a very interesting field for instruction. Let the illustrations be drawn from as familiar sources as possible, and the scholars enticed to exercise their own minds freely; treat of Gravity, its relations to force and motion; also of perpetual motion, and why it is impossible.

Electricity and Magnetism. Illustrate the production of Electricity, and properties of attraction and repulsion, by simple experiments, with a piece of silk, woolen cloth, etc. Treat of conductors and nonconductors, lightning and lightning conductors, Franklin's kite; properties of the magnet; magnetic needle, mariner's compass, horseshoe magnet, telegraph. Explain the latter fully.

There are numberless simple experiments to illustrate these themes; such as the flying apart of the hair when combed briskly in cold weather; the effects of water in making it smooth; the effects of magnetism as shown in magnetic toys, (swimming fish, etc.) The experiments should be performed generally *first*, and then the lesson drawn from the phenomena exhibited. *What is done*, in this stage of advancement, is more important than scientific theories on the subject.

Sound. Illustrate its production by a stretched cord or other vibrating body. Treat of the following points: action of sound on the ear; high and low sounds, how produced; relation of the air to sound; velocity of sound; thunder; the human voice; varieties of the human voice; name twenty different kinds of sound; echoes; whispering gallery; ear trumpet; musical instruments; bells.

Light. Treat of luminous bodies; velocity of light; difference between the light of the sun and that of the moon; laws of reflection; mirrors; refraction; (experiment — a piece of money in a bowl of water;) action of the microscope and telescope; solar spectrum; rain-

bow; structure and action of the eye; dangers to the eye, from excessive use, bad light and fine print; how cats and other animals see in the night; cause of color; twilight.

Heat. Explain and apply the principles of the following topics and illustrate them as far as practicable. Sources of heat; sensations of heat and cold; burning glasses; good and poor conductors; clothing; structure of ice houses; contraction and expansion; putting tire on wheel; fire bellows; thermometer; glass cracked by hot water; why clocks go faster in cold weather than warm; how to regulate a pendulum clock when it gains or loses time; freezing water; heat absorbed by change from solid to liquid state; freezing mixture of salt and ice; cooling a heated room by sprinkling water on the floor; boiling water; steam and its force; flame, how produced; carbon; wick of candle, why not consumed; use of glass chimney to a lamp; gas for lighting houses; use of blower in kindling a fire; action of a chimney; advantages and disadvantages of stoves, as compared with the old fashioned fireplaces.

Geography. Let the teachers be careful not to fall into a lifeless routine method of text-book question and answer, but to teach mainly by topics, used in various and interesting ways.

Arithmetic. Nothing has been expressly said thus far in this Manual, about the use of the blackboard. But the value set on this instrumentality by the school authorities might have been gathered from the frequent directions involving its use. It is indispensable to a well ordered school. There are numberless occasions, in connection with various studies, especially with arithmetic, when the inspiration and success of the lesson depend on the class lining the room at work on the blackboard. It is a bad sign as to the methods pursued in a class, when the blackboards are wholly or mainly occupied with drawings and verses, thus indicating that they are not valued and used as helps to recitation. These remarks are applicable to all the classes throughout.

Grammar. This is now to be taken up as a text book study for the first time. It is not desirable that the nicetics of criticism, which make up the chief part of the text book, should receive attention. For correctness in speaking and writing is acquired more from practice, and the reading of pure, elegant models, than from the knowledge of rules, and the chief part of the time of Grammar scholars must be devoted to those studies that will yield practical fruits. The chief principles of construction and syntax are all that are necessary, and it is especially enjoined not to waste time in memorizing the definitions and rules of the text book when what they attempt to express is really understood.

Compositions. The scholars are now becoming old enough to extend the range of their exercises in this important branch; and every practicable device must be instituted to test and enlarge their knowledge of language, through its instrumentality.

FIFTH CLASS.

Oral Instruction. — Geology, meteorology, astronomy; historical sketches; Demosthenes, Socrates, Julius Cæsar, Cicero, Mohammed, Peter the Great; Babylon, Nineveh, Herculaneum and Pompeii, Rome, Jerusalem, Athens.

Compositions, declamations, abstracts, written reviews.

Reading and Spelling. — Fifth Reader finished; analysis of derivative and compound words, with meaning and use of the more common prefixes and affixes; reviews and test exercises in spelling.

Grammar, — completed; parsing from reading book.

Geography, — completed and reviewed; physical geography specially considered; use of globes.

History. — Text book completed, and reviewed.

Arithmetic. — To Involution, page 264 and review; include from articles 308 to 318 inclusive; ratio, simple and compound proportion, profit and loss, each by analysis only; mental arithmetic; ready reckoning; exercises in combining series of numbers.

Writing. — The elements of book-keeping embraced in this exercise, if desired.

Singing, drawing, vocal and physical exercises, morals and manners.

Oral Instruction. Only the elements of the sciences named under this head are to be treated of; as for instance, a few lessons on the geological formation of the United States, and especially of Massachusetts; coal fields; mineral ores; fossiliferous rocks. A few lessons on the earth and its motions; change of seasons; difference in the length of days and nights at different seasons of the year; length of longest day at the equator; at the tropics; at the polar circles; at the poles; tides; solar system; the sun, its office, distance, magnitude, spots; the moon, its size, distance, different phases; eclipses of sun and moon; planets; their relative size, and satellites; comets; fixed stars. A few lessons on winds, clouds, fogs, dew, frost, rain, snow, hail, ice.

Geography. The scholars should be instructed in the use of the terrestrial globe so as to be able to solve such problems as these: to find the length of a degree of longitude at any given latitude; to find the hours of sunrise and sunset, and the length of day and night at a given place on a given day; to find how long the sun shines without setting, at any given place in the north frigid zone, and how long it is invisible, etc.

But few explicit directions are given in relation to the fifth class. For most of the work that they are to accomplish is by way of review, and attention to those broader and higher relations of study, which cannot be strictly defined and regulated. Much in the control of the studies of this class must be left to the discretion of the teachers. But enough has been already said throughout this Manual, to impart clear conceptions of what should be the inspirations of the school-room, and what are the grand results to be attained.

FINAL REMARKS.

This Manual closes at this point for the present, as the School Committe are not yet prepared to put their views of the work of the High School into explicit form.

The directions that have been made, it must be understood, are not intended to limit and hamper the teachers. The design is to establish a uniform *minimum* of attainments, so that one class may be readily compared with any other of the same rank, and the teachers may realize the existence of a well understood system, that is to organize all their labors. Beyond securing these ends, the teachers may make the course of study as elastic and comprehensive as may be pleasant and practicable.

Every teacher should have, posted up in the school-room, an established order of exercises for each day in the week, assigning a definite time for the beginning and ending of each exercise, together with the times for and topics of *study*, as well as *recitations*.

It is a grave charge against our Common School System, that its rigid classification and methods tend to repress all genius and special aptitudes, and reduce the scholars to a dead level of effort and culture, destructive of the best offices of the mind. It is believed that the modifications of the prevalent methods introduced by this Manual will enable the teachers to develop and foster, to some degree, marked aptitudes of mind, so that they can indicate to parents what occupations will be best adapted to their children in after life. This point is seriously urged on the attention of the teachers. Let scholars moreover, be put forward from class to class as fast as their attainments and capacity will justify it, none who are fit for advancement being kept back because their class, as a whole, do not keep pace with them. And in this connection, it is enjoined, that where a scholar manifests an evident mental incapacity for average attainment in any particular study, it shall be taken

into reasonable consideration in making up the estimates of scholarship.

It has been explicitly and repeatedly stated that improper habits of speech are not often corrected by means of a knowledge of grammatical rules, but rather through attention to the forms in use in good society, and to pure and elegant models in literature. Let this fact have its due influence. *Habits are to be corrected, not rules learned.* There is a method so excellent for the reformation of bad habits in the use of language, that it is here expressly prescribed. Let the scholars be instructed to take note of all mistakes or inelegancies of speech that they may notice in their teachers, companions, friends, etc., and at stated times let their records form the subject of conversation and counsel.

Attention has been called to the fact that the formal verbal definitions in the school books most frequently only substitute one unintelligible word for another. Let the teachers of every grade make application of the remarks on this head. Let them remember that they are to explain words by talking over the substance of the sentences in which they occur, in language that shall be familiar and intelligible to the scholars.

Text Books referred to in this Manual. — Sargent's Readers; Walton's Arithmetic; Colton's Geographies; Kerl's Grammar; Lossing's History of the United States.

CITY DOCUMENTS.

MAYOR'S ADDRESS

TO THE CITY COUNCIL;

CITY GOVERNMENT;

AND

REPORTS OF COMMITTEES,

COMPRISING THE

FINANCE, ENGINEERS' OF THE FIRE DEPARTMENT, OVERSEERS' OF THE POOR, CITY MARSHAL, OFFICER OF THE WATCH, FREE PUBLIC LIBRARY, SCHOOL, WATER, &c.

FOR THE YEAR 1868--9.

NEW BEDFORD:

FESSENDEN & BAKER, CITY PRINTERS.

1869.

1869.—CITY DOCUMENT No. 1.

INAUGURAL ADDRESS

OF

ANDREW G. PIERCE,

MAYOR,

TO THE

CITY COUNCIL OF NEW BEDFORD,

DELIVERED BEFORE THE

TWO BRANCHES IN CONVENTION,

January 4, 1869.

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
FESSENDEN & BAKER, CITY PRINTERS.
1869.

ADDRESS.

Gentlemen of the City Council:

Chosen by our fellow-citizens to the responsible charge of our municipal affairs, we have met to-day to assume those duties. The oaths we have taken I trust will impress us all, that not alone in our own wisdom can we expect to discharge the duties devolving upon us, but relying upon that strength and guidance that comes from the Supreme Ruler of all, we may hope so to perform our several duties, that when the year for which we have been called to these trusts shall have expired, we may have the conscious satisfaction, that we have endeavored according to our ability, to act as we have deemed for the best interests of all the people of our city.

By the partiality of my fellow-citizens, elected for the second time to the chair of the Chief Executive of our city, I desire here, as this is the last time I intend to serve them in any public office, to thank them for the official honors, whether merited or unmerited, that I have repeatedly received from their hands.

During the past year our city has been free from pestilence or the ravages of fire. The various industries of our citizens, as a whole, have repaid a fair return for their energy and capital, and looking back on the past, I think we are to-day in advance of twelve months since, as regards the future business prospects of our city. It will be for us to foster these industries so far as wise and judicious municipal management can contribute to their encouragement.

The benefits derived from home operations are evident to all. They are the active life of a community, and furnish

employment to our people and our youth, who otherwise would, upon attaining the years of manhood, be compelled to leave their homes to seek some other sphere of usefulness.

Believing in a due regard to true economy, I do not think it should be our aim to have the expenditures of the current year amount to as few dollars as possible; but let us do the work that belongs to us; and if any department requires an immediate outlay which seems large, but, taking a broad view and looking to the future of our city, is demanded, and seems a wise economy, let us not hesitate to act accordingly.

Regarding the true policy to be "to pay as you go," let me urge you, to include any expenditures that you may authorize, in the tax assessment of the year, and allow no new appropriation to be added to our permanent or funded debt. I know it is a favorite policy with many to make those that are to come after us bear a portion of the expenses incurred for permanent improvements, but we shall transmit to the future on completion of works already projected, a bonded debt large enough without more additions.

Agreeable to custom, I avail myself of this opportunity to call your attention to a review of our city affairs, and to some of the subjects that will demand your attention the ensuing year.

FINANCIAL.

The Collection of Taxes.

The Collector of Taxes has placed in my hands a statement showing the operations of his office during the year. It will be seen by the abstract now presented, that there has been no diminution in that promptness on the part of taxpayers of our city, which has for many years been the characteristic of our people.

The assessment of 1866 was	$304,256.70
Of this sum there has been collected	295,633.04
Leaving uncollected	$8,623.66

which is about two and two-thirds per cent. only of the amount assessed.

The payments made by the Collector, and the other items of credit upon his account, are as follows:

Payment to the State Treasurer,	$39,540.00
Payment to the County Treasurer,	21,083.67
Discount for prompt payment,	14,388.14
Remittances by Assessors,	1,215.71
Payment to the City Treasurer,	219,405.52
	$295,633.04

The State and County Taxes constitute, as will be seen, about one-fifth part of the assessments.

The amount paid into the City Treasury by the Treasurer of the Commonwealth as our proportion of the State Corporation Tax, was $28,904.25.

This is less than for the last two years, not because there has been any diminution in the amount of this kind of property held by our inhabitants, but for the reason that the average rate of taxation in the State by which these assessments are regulated, is largely reduced. Of the sum received, twenty-five thousand dollars have been placed to the credit of the appropriation account of 1868, that sum having been deducted from the aggregate of the appropriations of the year, and to that extent reducing the sum assessed upon the property of the people. The balance, $3,904,25, became an unappropriated item on the books of the Treasury.

There has been paid to our City Treasurer by the County Commissioners, the sum of $250 for the city's moiety of the fees for license, under the license law of 1868. He has also been paid by the holders of licenses, as a tax upon their sales, $71.88. One half of this sum has been, as the law requires, paid to the State Treasurer. The whole amount received by us under the law being $285.94.

In connection with the subject of city taxation, we are reminded of the loss which this department of our affairs has suffered by the death of Ezra K. Delano. For many years, our departed fellow citizen, upright in all his dealings, faithful in all his relations to his fellow citizens, honored and

respected, has moved among us. The especial interest connected with him to-day, and the claim which his memory has upon us at this introductory movement in the municipal legislation of the opening year, arise from his long and faithful services at the head of the Assessors' department of our city. The term faithful means, when applied to him, more than honesty, industry and laborious toiling in his office. In his view, to be faithful was to look outside of the catalogue of names and calculations of his office; it meant a perfect knowledge of the law which it was his duty to execute; it meant a thorough examination into the legal decisions, by which the laws are made clear and applicable to the important subject of taxation; it meant a result arrived at, after honest and diligent investigation, and then adhered to, with a firmness that clamorous complaint or interested argument could never induce him to change. In this particular department of the public service, he has never had his superior, and I fear it will be many years before the city will again be favored with the services of a man possessing such high and varied qualifications for the office which he filled. It is fitting that we should respect the memory of this faithful public servant; and that those who have been or may be chosen to the important office which he so long held and honored, should strive to imitate those qualities of character which gave him the confidence and respect of the community.

CITY DEBT.

The amount of outstanding bonds, which is the only form of indebtedness which exists against the city, is $709,150

This is divided as follows:		
Water bonds,	$400,000	
City debt, including the war expenses,	309,150	
		$709,150
The amount of outstanding bonds has been increased by an issue of Water Bonds of $200,000, and lessened by the payment of	$19,850	of the old issue,
showing the increase to be	$180,150	

The water bonds have been issued in conformity with the arrangement that has governed the City Council in its action in relation to the public debt from the beginning. None of these bonds become due until October 1st, 1885, and from that time forward to 1904, a period of twenty years, the sum of $20,000 annually will be payable.

SPECIAL APPROPRIATIONS.

The exigencies of the public affairs have called for an unusual amount of special appropriations.

The whole amount is		$36,000
which has been appropriated to the following purposes:		
Enlargement of the High School House,	$12,000	
Heating the same,	4,000	
Highways and Streets,	10,000	
The two Cemeteries,	10,000	
		$36,000
If to this we add the amount of a deficiency in the appropriation for water purposes in 1866,		5,000
the sum will be		$41,000

The water works' deficiency may be left to be included in some future arrangement of the monetary operations of that undertaking. This will leave $36,000 to be provided for in the order for the general appropriations for the year 1869. It should be borne in mind, that the expenditure for the enlargement of the Cemeteries, as well as the large amount expended in former years for these objects, may with propriety be regarded in the light of an investment which will at a future day be returned to the treasury for the sale of lots.

PUBLIC SCHOOLS.

I commend to your heartfelt interest the public schools of our city. Nothing has been committed to your charge of more importance. Not only do they require a heavier pecuniary outlay than any other branch of the public affairs, but

the objects they are intended to fulfil relate to the most vital elements of the general happiness and prosperity. I learn from the report of the School Committee that our schools, in all substantial regards, are in good condition. There have been interruptions that have interfered very materially with the progress of some particular schools.

The appropriation for this department was $58,000. For the details of the expenditures I refer you to the Report of the School Committee. But I am informed that the ordinary expenses will, without doubt, come within the estimates. I take both pride and pleasure in referring to the fact that the High School building has been altered and enlarged during the past summer, so that it now affords nearly twice the available room that it had before, and it is in all respects far more convenient and well arranged. The expenses, including the apparatus for heating by steam and every item of furniture will be about $18,000. And I question whether a renovation of the kind, almost equivalent to the construction of a new building, has anywhere been accomplished since the days of high prices, in a more satisfactory manner. The outlay has been well devoted. It answers a call which the School Committee have been making for a long time, and adds to the school accommodations of the city a substantial, roomy and convenient structure that will serve its purposes for many years, and put off for some years the time when the city will be obliged to build a new High School building.

Some of our fellow citizens have never been satisfied with the creation of the office of Superintendent of Schools, and from time to time suggest its abolishment, on the ground that the duties can as well be performed, and at less expense, by the School Committee themselves. I do not sympathise with these views, and think the abolishment of the office would be a step backward. Long before its creation I realized its necessity, and have never seen reason to change my first opinion. The operations of a department embracing so

many teachers and schools, and such a great variety of details of administration, without the assistance of an executive officer, who, under the control of the School Committee, should have the general charge of the schools, is, I venture to say as a business man, such a method of management as would never be thought of in private or corporate affairs. The city needs the full time of one man of ability and experience. When the School Committee administer the school affairs without a Superintendent, in any considerable community, the schools get only the portion of their thoughts as well as their time, left over from the demands of their personal business. The fact that the School Committee's reports, since the creation of the office, have uniformly declared, in an earnest manner, that the gentlemen who have successively filled it have found a demand for all their time in profitable labor for the schools, is direct proof of the necessity of the office. I take pleasure in bearing testimony to the zeal, earnestness and ability of the present Superintendent. He has labored hard to inspire like qualities in the teachers, and the schools under his management and care have improved.

I cannot leave this subject without mentioning what I have long considered a radical wrong in our community in regard to our public schools. In most communities enjoying school privileges like ours, the children of all classes of citizens attend the public schools. With us this is not the fact, and until there shall be a change in this respect, I fear our public schools will fail to reach their highest sphere of usefulness and good.

STREETS AND HIGHWAYS.

Good streets and roads are fully appreciated by all our citizens, and they approve of liberal appropriations for this department, if they are assured it will meet with a wise expenditure. The appropriation for this account last year was $28,000, to which there has been added $10,000.

The past year has been a severe one. The heavy rains of early Spring caused much damage, which had scarcely been remedied, when they were followed by the tremendous rain-falls of June, which left scarcely a street or road uninjured in any part of the city, the combined rains causing an extra expenditure of $8,000. This department, I believe, has been wisely and economically conducted the past year. A very large amount of work has been performed. A large number of the streets, as well as several of the country roads, have been gravelled, and others have been macadamized. There have been laid 10,000 feet of flag sidewalk, and 8500 feet of concrete walk. Several streets have been paved for the first time, others re-paved and the grades raised. There has been expended on main drains and sewers not contemplated at the commencement of the year, but rendered necessary by the rain-falls previously referred to, $4300. A wall has been commenced on the Beach road, to prevent the sea from washing it away; this should be continued, and in time the city will have the road so protected, that it will not be subject to the constant complaints that have been made in regard to the old one. The wall on the east side of the Point road, with a portion of the road-way, has been washed away, and demands quite an outlay. As it now is, it is liable to serious damage from heavy storms.

Acushnet avenue requires some extensive repairs, it being one of our main avenues. There is a large amount of travel and heavy teaming over it, rendering it subject to constant and heavy repairs. I would suggest for your consideration whether the macadamizing of this road would not be the most economical for a term of years. I would not recommend that it all be done in one year, but that a section of it be laid on each year until the whole shall be completed.

I would also suggest for your consideration, as the water-pipes are to be put through Water street the ensuing season, and the character of the excavation being rock, whether it

will not be a favorable time for putting in the sewer that has been repeatedly asked for by the owners and occupants of real estate on that street.

The back filling of the trenches through our streets in which the water-pipes are laid, was performed in such a manner by the contractor, as to cause much complaint and some considerable danger to travel. Hoping to promote the comfort and safety of the people, this department assumed the back filling of these trenches, although the compensation to be received from the contractor was deemed at the time less than the actual cost would be, and would augment the expenses of the street department.

On a like occasion, one year ago, I recommended to the consideration of the City Council the laying of concrete walk instead of stone flagging. From the experience of the past year, I am fully confirmed in the suggestions made at that time, and recommend that after the flagging now in possession of the city shall have been used, the concrete be adopted as the walk to be laid and furnished by the city.

Tripp's Brook, running the entire length of the city through its western slope, that portion between Kempton and Timothy streets has, for a number of years, been the cause of much complaint by those owning property adjacent. The complaints are, that the brook, at times of heavy rains or freshets, causes much damage by overflowing their premises. There are now two suits pending against the city for damages, caused by the heavy rain-falls of last spring. How to remedy this has been the subject of earnest inquiry by many of our predecessors, although they have been, I believe, of the unanimous opinion that the city is in no manner responsible for the overflows or damages that may be caused. The city authorities, some years since, straightened and widened a portion of the line of the brook, hoping to remedy the difficulty, but no relief has been experienced. Last spring I requested Hon. William J. McAlpine, the consulting engi-

neer of the water commissioners, to go over the line of the brook, with a view of obtaining his advice, as an engineer of long experience and wide repute, as to what course the city could adopt to abate the evil complained of. After careful observation of the whole line at several different periods, he has prepared a very full report, which will be found on file with the City Clerk. He advises building a sewer the whole length of the brook,—this, at the present time, would cost more than $30,000.

Much relief would be afforded to the property which is now overflowed at every great rainfall, by the construction of 800 or 1000 feet of the proposed sewer between Crapo and Allen streets, and by opening and enlarging the ditch above that place.

Another plan has been suggested, of building a sewer commencing at the point on Allen street where the brook crosses that street, through the street east to some outlet on the river, and thus relieve the brook of a portion of the water.

The brook has also been complained of and indicted as a nuisance, for the reason, as the indictment purports, that at some portions of the year it sends out a stench that is obnoxious and injurious to all in its vicinity. Eventually this western slope of our city, when it shall have been built over, will have to be sewered as proposed by Mr. McAlpine. That this, at the present time, is demanded by the public necessities, I doubt. A section of the sewer might be built as suggested from Crapo to Allen street, and remedy much of the trouble. I recommend the whole subject to your serious consideration.

WATER WORKS.

Contrary to the expectation entertained one year ago by the Water Commissioners in charge of these works, the past season has not witnessed their completion. I believe that every effort has been made by them to secure the early intro-

duction of water into the city. The causes for this delay have been apparent in the unusually unfavorable season for such work and the alleged scarcity of laborers. I consider it of great importance that this work be accomplished at an early day. The increased safety from fire, and consequently the decreased cost of insurance on property, render it a matter both of wisdom and economy that we make available without delay this important enterprise. I am satisfied that the persons who represent the city in this department are faithful and earnest in their endeavors, and that no efforts will be spared by them in the efficient and economical construction of the works.

The monthly reports of the commissioners will furnish to you all necessary information relating to the progress and probable wants of this department.

FIRE DEPARTMENT.

The appropriation for this department was $19,000.

From the report of the Chief Engineer I learn that this department, in its organization and efficiency, is all that our citizens can desire or expect, and I believe they can well congratulate themselves in having a Fire Department that is fully equal, in all that relates to a well regulated organization, to that in any city of equal size. Much of this is due to the harmony and mutual good feeling that there is existing with all that are connected with the department.

The estimated value of the loss by fire the past year is $19,625, on which there was an insurance for about one-half the amount. Having implicit faith in the judgment of the Board of Engineers, and believing they act with an eye single to the public good, and that they would not oppose any innovation they did not think would detract from the efficiency of the organization, I hesitate to recur to the suggestion made on a like occasion one year ago, that the horses

which stand idle and in want of exercise for the most of the time, might, a portion of them, be used daily in some other department of the city with benefit to the animals and no detriment to the efficiency of the department; but being confirmed in my impressions by inquiries made relative to the course pursued in other cities, I recur to it that it may have the attention of the appropriate committee.

THE POLICE

Belongs more particularly to the executive branch of the City Council, but it is a department in which all citizens feel a deep interest, as to it is committed in a large degree the good order and peace of the community. It is one that is the subject of much censure, and I have sometimes thought more by those who do not understand, than by those who are well informed of its duties and powers.

The whole number of arrests the past year has been 493.

The number of persons provided with food and lodging at the Station House, 672.

To the Police the people look for the preservation of good order, and an impartial enforcement of *all* laws. Perfection they ought not to expect, but that officers shall be vigilant to detect the breach of all laws, and prompt to prosecute the offenders is enjoined by the ordinances of the city and should be demanded.

To be an efficient policeman, as well as night watchman, requires one whose character and deportment is above suspicion, and a familiarity with the duties and a knowledge to be gained only by years of experience.

Some four years since, the number of night watchmen was reduced from 30 to 26. The experience of the past year convinces me that the exigencies of the service require the full number originally employed. The persons attracted to our city by the employment to be procured upon our water

works, as well as those that will be brought here the current year by other projected enterprises, are, as a class, temporary residents, without the restraints of home influences. Many of them, after the close of the days' labor, incline to mischief, which imposes extra duties and requires the watchful care of the full complement of this department.

It has been repeatedly suggested that the efficiency of the Police, especially of the night watchmen, would be promoted by a uniformity of dress. I mention it here that it may have your consideration.

ALMS HOUSE AND THE POOR.

This department, the almonry of the public charities, is one that calls for a peculiar and discriminating discharge of duty, which cannot be performed judiciously without the knowledge gained by long experience. It is with much pleasure that I bear testimony to the efficient and faithful discharge of duty by the gentleman who has so long held the position of Secretary to the Board of Overseers, and upon whom devolves the labor of this department. Within the past year the calls on this department have increased, in consequence of the enactment of a law by the State, giving those persons who enlisted during the war in the quota of any town or city, a legal residence in that town or city, regardless of their place of birth. The number of families who have received aid outside the Alms House the past year is 451. These consist largely of persons who are able to support themselves and families during most of the year, but want some assistance to carry them through the winter, when it is impossible for them to obtain labor.

The number of paupers now in the Alms House is	49
The number sentenced for intemperance,	16
Boys sentenced to the Farm School,	35
	100

The average number for the year has been 88; for the

same time the preceding year the average number was 73. Included in the latter were 18 boys, sentenced to the Farm School. There has been an increase the past year over the preceding of 17 boys. These, with the families of soldiers who have gained a residence by enlisting in the quota of our city, more than account for the increase of the inmates of of this institution for the year 1868 over the year 1867. The sentences of the boys to the Farm School formerly were for short terms,— a few weeks or months. Now they extend to years. If this class of inmates is to be continued to be received, increased accommodations will have to be provided. It has been suggested that the one-story store-house could be fitted by the addition of another story to accommodate this probable increase. I would recommend this subject to the consideration of the appropriate committee. The Board of Overseers of the Poor are independent of the City Council in their disbursements. It is their duty to relieve the poor of the city, under certain legal restrictions, and you are obliged to furnish the funds they may require for the same. The appropriation for this account was $23,000.

I am informed by the Secretary that the balance remaining to their credit will hardly suffice for the remainder of the financial year.

CEMETERIES.

All enlightened communities take a deep interest in the grounds allotted to the dead, as must be admitted by any who have visited the beautiful cemeteries of most of our large cities and towns, and our community is no exception to this universal desire to have attractive and pleasant grounds for the burial of the dead. The recent additions to our cemeteries, by purchase of land favorably located, has enabled us to lay out the grounds upon a plan that, at a future day, when they shall be matured, will be attractive and an ornament to the city. It would be neither wise or prudent to

incur the expenditure necessary for these improvements in one year, but they should be scattered over a series of years, a portion being done in each until completed. During the past year much work has been done. Rural Cemetery, a large area of the new purchase, has been improved by grading. The main avenues, which were much contracted, have been improved by widening and macadamizing to twice their former dimensions. A large amount of wall, inclosing the grounds, has been built, and the south half of the pond has been dug out and walled in. At Oak Grove Cemetery much of the same kind of work has been performed.

For the present year I would advise that no more work be done than has been already projected.

In the new part of Rural Cemetery, to the present time, 232 lots have been prepared for sale, of which 105 have been taken by purchasers.

In Oak Grove 139 have been prepared, of which 81 have been taken.

It has been the cause of much anxiety with many who have taken lots, and improved them at large expense, looking to the future, and not knowing who, after they and their immediate descendants shall have passed away, will take a like care with them in keeping their grounds in order, how they can provide for such a contingency. I believe that many, owning lots, would be glad to place money on deposit with the city, could they be assured that the interest would be devoted to keeping their lots in repair. I would recommend that the City Treasurer be authorized to receive on deposit and interest, any sums of money, to be held by the city in trust, the interest of which shall be applied to the expense of keeping the designated lots in order.

FREE PUBLIC LIBRARY.

The Free Public Library should be regarded as the complement of the public schools, and its interests should have

that attention from you that is due to it as a part of that system. The idea lies at the foundation of the legislation, State and municipal, which gave existence to our favorite institution, which has led, since the date of the opening of our pioneer library, to the establishment of hundreds of others in our commonwealth and elsewhere. I refer you to the report of the Trustees, which will soon be laid before you, for the necessary details as to the operations of the Library for the past year.

It has received all that attention from the Trustees and from the able and devoted Librarian, in whose care it has been from its opening in 1853, that its regular and profitable operation has demanded. During the year the old, unsafe and inefficient plan of heating the Library building has been changed for that by which one fire, in connection with the proper steam apparatus, with less expense and danger, and with entire efficiency, supplies all necessary warmth. The supplementary catalogue, a work of great labor, which has been for several years in preparation, has been printed with great accuracy and beauty. It is now in the hands of the binder, and will soon be ready for the use of the visitors of the Library.

A portrait of our fellow-citizen, James B. Congdon, by Mr. J. O. Eaton, of New York, has recently come into the possession of the city, through the thoughtful liberality of a number of our most respectable and enlightened inhabitants. As a work of art, it has, I am assured, no superior in this department in our city. As an accession to the treasures of the Library, it calls for our grateful thanks to those who have bestowed upon us a gift of such artistic value, while all will be gratified to see, in a place so appropriate as the Free Public Library, a striking and enduring memorial of one so widely known and universally appreciated as a public benefactor.

Another picture, valuable to us as the portrait of one of

our most cherished citizens, recently deceased, has been, within a few days, presented to the city, and will occupy a conspicuous position in the Free Public Library. The portrait is of the late Thomas A. Greene, and was presented to the city by the artist, William A. Wall, Esq. No one, who knew our departed fellow-citizen, or has been familiar with his life-long devotedness to the educational interests of our city, can fail to see the propriety of giving his portrait a conspicuous place upon the walls of our Free Public Library.

IN CONCLUSION.

Gentlemen, I submit this review of the doings of the past, with some suggestions for the present year, to your thoughtful attention, reminding you that, having accepted of these trusts, the city is entitled to our best endeavors. And I hope that we shall all so discharge our duties, that when we relinquish them to our successors, we shall have that conscious satisfaction which is its own reward.

1869—CITY DOCUMENT No. 2.

GOVERNMENT

OF THE

CITY OF NEW BEDFORD.

1869.

MAYOR.

ANDREW G. PIERCE.

ALDERMEN.

Ward 1—JOSEPH H. CORNELL.
Ward 2—ELLIS PERRY.
Ward 3—CHARLES H. TABER.
Ward 4—ELIJAH H. CHISHOLM.
Ward 5—WILLIAM H. SHERMAN.
Ward 6—ISAAC C. SHERMAN.

CITY CLERK.

HENRY T. LEONARD.

TREASURER AND COLLECTOR OF TAXES.

JAMES B. CONGDON.

COMMON COUNCIL.

HORATIO HATHAWAY, *President.*

Ward One.

GEORGE H. CLARK, JOSHUA B. BOWMAN,
HENRY C. HAZARD, JONES ROBINSON.

Ward Two.

JOHN N. BULLARD, BENJAMIN F. H. REED,
ABNER SHERMAN, EPHRIAM CHANEY.

Ward Three.

CHARLES S. PAISLER, JOB ALMY,
ISAAC W. BENJAMIN, RUFUS A. SOULE.

Ward Four.

EDWARD H. ALLEN, SIMEON DOANE,
JAMES C. HITCH, JOHN H. MACKIE.

Ward Five.

HORATIO HATHAWAY, HUMPHREY A. GIFFORD, JR.,
FREDERICK S. GIFFORD, JOHN H. DENISON.

Ward Six.

SAMUEL C. HART, MAURICE WALSH,
THOMAS B. TRIPP, FREEMAN C. LUCE.

CLERK OF THE CITY COUNCIL.

WILLIAM A. CHURCH.

CITY MESSENGER.

WILLIAM H. WATKINS.

ASSESSORS.

DAVID B. WILLCOX, WILLIAM TALLMAN, JR.,
CHARLES D. TUELL.

ASSISTANT ASSESSORS.

Ward 1—RUFUS W. WHITE.
Ward 2—JOHN BRYANT.
Ward 3—AMASA BULLARD.
Ward 4—BENJAMIN RUSSELL.
Ward 5—ABRAHAM RUSSELL.
Ward 6—ZEPHENIAH PEASE.

SCHOOL COMMITTEE.

Ward One.		**Ward Four.**	
JOSHUA W. FROST,	1 yr.	HENRY B. CLARK,	1 yr.
JONES ROBINSON,	2 "	LEMUEL T. WILLCOX,	2 "
WARREN LADD,	3 "	GEORGE H. DUNBAR,	3 "
Ward Two.		**Ward Five**	
BENJ. S. BATCHELOR,	1 yr.	CHARLES T. BONNEY,	1 yr.
IVORY S. CORNISH,	2 "	WENDELL H. COBB,	2 "
EBENEZER HERVEY,	3 "	HUMPHREY A. KIRBY,	3 "
Ward Three.		**Ward Six.**	
HORATIO A. KEMPTON,	1 yr.	B. OTHEMAN, JR.,	1 yr.
*WILLIAM R. CHISHOLM,	2 "	AUSTIN S. CUSHMAN,	2 "
JOHN H. PARKER,	3 "	CHARLES W. TURNER,	3 "

*Resigned, and Rev. Bernard Paine chosen to fill the vacancy.

OVERSEERS OF THE POOR.

Ward 1—AMBROSE E. LUCE.
Ward 2—SILAS ALDEN.
Ward 3—BENJAMIN F. BROWNELL,
Ward 4—SHEARJASUB T. VIALL.
Ward 5—WILLIAM N. CHURCH.
Ward 6—ALANSON WILLISTON.

ENGINEERS OF THE FIRE DEPARTMENT.

TILLINGHAST P. TOMPKINS, Chief Engineer.
JOHN MATHEWS, First Assistant.
MOSES H. BLISS, Second Assistant.
HENRY H. FISHER, Third Assistant.
FREDERICK MACY, Fourth Assistant.

TRUSTEES OF THE FREE PUBLIC LIBRARY.

ANDREW G. PIERCE, (Mayor,) President *ex officio.*
HORATIO HATHAWAY, President of the Common Council.
JOSEPH H. CORNELL, Chairman of Committee on Public Instruction.
JAMES B. CONGDON.
GEORGE HOWLAND, JR.
WARREN LADD.

WATER BOARD.

WILLIAM W. CRAPO, Chairman.
WARREN LADD, } Commissioners.
DAVID B. KEMPTON, }
JAMES B. CONGDON, Clerk.
GEORGE A. BRIGGS, Engineer.
(Office in Library Building.)

WARDENS.

Ward 1—CHARLES M. PIERCE, JR.
Ward 2—GEORGE W. PAINE.
Ward 3—J. AUGUSTUS WOOD.
Ward 4—THOMAS M. DENHAM.
Ward 5—ALBERT B. RUSSELL.
Ward 6—ALBERT G. STANTON.

WARD CLERKS.

Ward 1—IRA S. NEGUS.
Ward 2—JOHN L. GIBBS, 2d.
Ward 3—ASA B. CULLINS.
Ward 4—WILLIAM K. TALLMAN.
Ward 5—JAMES H. C. RICHMOND.
Ward 6—PELEG PEASE.

INSPECTORS OF ELECTIONS.

Ward One.
STAFFORD J. SWEET,
GEORGE P. MACOMBER,
BENJAMIN H. ARNOLD.

Ward Two.
DAVID W. HOLMES,
CHARLES C. SIMMONS,
ROBERT S. LAWTON.

Ward Three.
WILLIAM S. WALL,
THOMAS H. SOULE, JR.,
GEORGE W. ALLEN.

Ward Four.
EDWARD T CHAPMAN,
NEWTON F. BARROWS,
WILLIAM A. TILLINGHAST.

Ward Five.
WENDELL H. COBB,
HENRY C. DENISON,
CHARLES W. CLIFFORD.

Ward Six.
CHARLES W. HOWLAND,
JOHN F. FULLER,
WILLIAM W. BONNEY.

CITY MARSHAL.

TILSON B. DENHAM.

ASSISTANT MARSHALS AND CONSTABLES.

1st—GEORGE R. HURLBUT.
2d—LUTHER M. DAYTON.
3d—LEMUEL C. WILBOR.
4th—LORENZO D. J. SEARS.
5th—SAMUEL C. PERRY.
6th—DANIEL P. CUNNINGHAM.

NIGHT WATCH.

CHARLES ALLEN,
ROBERT T. BARKER,
WILLIAM B. BIRD,
MICHAEL L. BRANNEN,
PATRICK CANNAVAN,
DAVID B. COLEMAN,
CORNELIUS CRONIN,
SAMUEL B. COGGESHALL,
WILLIAM DUFFY,
JAMES FAY,
GEORGE FLOOD,
STEPHEN HAFFORDS,
WILLIAM M. HOWARD,
LOUIS S. JENNINGS,
ISAAC M. JONES,
MARCUS R. KIFF,
FREDERICK W. McCLEAVE,
JOSEPH D. MANCHESTER,
DANIEL C. MOREY,
EDWARD B. PENNEY,
FREDERICK A. PLUMMER,
JOHN N. SADLER,
GEORGE TABER,
EDWARD M. TILTON,
THOMAS G. C. TRIPP,
GEORGE VOGEL,
CHARLES H. WALKER,
WILLIAM WILSON,
JAMES A. WIXON,
WILLIAM J. WOOD.

SUBSTITUTES FOR WATCHMEN.

CHARLES BLISS, CHAS. HOWLAND, JAMES D. SLOCUM,
EDWARD T. CASE, THOMAS R. ROWE, HENRY SMITH.

OFFICER OF THE WATCH.

GEORGE R. HURLBUT.

TRUANT OFFICERS.

LUTHER M. DAYTON, LORENZO D. J. SEARS,
LEMUEL C. WILBOR.

OFFICER TO HAVE THE CARE OF NEGLECTED CHILDREN.

LORENZO D. J. SEARS.

POLICE OFFICERS.

The members of the Night Watch and Substitutes.

NATHAN BARKER,
ROBERT BLACK,
CHARLES A. BORDEN,
JOHN P. BRENNING,
CHARLES F. BRIGHTMAN,
DAVID BRAYTON,
HENRY W. BUMPUS,
JOHN S. CHADWICK,
JAMES F. CHIPMAN,
GEORGE H. CLARK,
NATHANIEL CORY,
GEORGE DELEVAN,
CHRISTOPHER E. DYER,
*JOHN W. KINGSBURY,
ROBERT LAWSON,
DANIEL P. LEWIS,
GEORGE R. LONG,
*ASA MANCHESTER,
JOHN McAFEE,
AVERY F. PARKER,
CHANCEY RUSSELL,
JOHN T. RUSSELL,
NATHAN SEARS,
WILLIAM A. SEARELL,
WARREN W. SAMPSON,
EBER SIMMONS,

THOMAS DAVIS,
*ALEX. H. FRANCIS,
OLIVER E. GIFFORD,
THOMAS A. HOWLAND,
HENRY HOWLAND,
EBENEZER JENNEY,
BENJAMIN KENERSON,
CALEB SPOONER,
STEPHEN J. STRATTON,
WILLIAM TALLMAN,
DAVID F. TAFT,
WILLIAM W. THOMAS,
JOHN VALENTINE, JR,
ALANSON WILLISTON.

* Not qualified.

OFFICERS TO ATTEND THE SESSIONS OF THE POLICE COURT.

TILSON B. DENHAM, GEORGE R. HURLBUT.

QUARANTINE PHYSICIAN.

CHARLES L. SWASEY. Office No. 93½ Middle Street.

HEALTH OFFICER.

TILSON B. DENHAM. Office Central Police Station, So. Second Street.

City Solicitor—EDWIN L. BARNEY.

Superintendent of Streets—ELIAS TERRY.

Superintendent of Street Lamps—WILLIAM JACKSON.

Superintendent of Burial Grounds—WILLIAM H. JENNEY.

Clerk of the Market—EDWARD T. CHAPMAN.

Sealer of Coal Baskets—JOSHUA B. ASHLEY.

Superintendent of City Clock—NATHANIEL SHEPHERD.

City Bell Ringer—JAMES D. T. KENT.

Sealer of Weights and Measures—REUBEN HOWLAND.

Surveyor of Land—CALEB HAMMOND.

Measurer of Grain—JOSEPH W. LUMBARD.

COAL WEIGHERS.

JOSIAH E. BROWN,
IRA M. CHASE,
WILLIAM HAMMOND,
JOSEPH W. LUMBARD,
FRANK E. MACY,
JAMES QUINN,*
AUTHUR B. RICKETSON,
EBER SIMMONS,
S. D. STACY,
JOHN H. THOMSON,
JOSEPH W. WEEDEN.

* March 30, not qualified.

Officer to seize aud destroy Coal Baskets—JOSHUA B. ASHLEY.

CITY WEIGHERS.

THOMAS BAILEY,
*LOT B. BATES,
WILLIAM O. BROWNELL, Jr.,
GEORGE H. COBB,
WILLIAM HAMMOND,
HENRY HOWARD,
B. FRANKLIN HOWLAND,
GEORGE G. JENNEY,
*JOHN W. KINGSBURY,
HUMPHREY S. KIRBY,
JOSEPH W. LOMBARD.
*PARKMAN M. LUND,
JOHN MACOMBER,
PELEG S. MACY,
JOHN NOTTER,
*FRANCIS H. PASEL, Jr.,
ANTHONY PIERCE, Jr.,
*HOLDER W. POTTER.

SURVEYORS OF LUMBER.

*SETH K. AKIN,
*CHARLES BRIGGS,
*TIMOTHY D. COOK,
AARON DAVIS,
LEONARD JENNEY,
*PARKMAN M. LUND,
*CHARLES N. WOOD.

SURVEYORS OF TIMBER AND PLANK.

*CHARLES BRIGGS,
*TIMOTHY D. COOK,
AARON DAVIS,
LEONARD JENNEY,
*PARKMAN M. LUND.

April 1st, not qualified.

Surveyor of Shingles and Clapboards—SETH K. AKIN.*

CULLERS OF HOOPS AND STAVES.

*JOHN W. PIERCE, *LLOYD N. PIERCE.

FENCE VIEWERS.

MOSES H. BLISS, WILLIAM H. JENNEY.

FIELD DRIVERS.

*GARDNER BRIGHTMAN,
*STEPHEN BURDICK,
ANDREW B. GRINNELL, Jr.,
*WILLIAM M. HOWARD,
JEDUTHAN JENNEY,
JOHN McAFFE,
GEORGE W. PECKHAM,
*CALEB A. THOMAS.

POUND KEEPERS.

JEDUTHAN JENNEY, *STEPHEN PECKHAM.

March 30, not qualified.

MEASURERS OF WOOD AND BARK.

IRA M. CHASE,
GEORGE A. COBB,
GEORGE L. DYER,
GEORGE F. KING,
GEORGE B. MACOMBER,
FRANK E. MACY,
STEPHEN McFARLIN,
GEORGE PERRY,
*URIAL SHERMAN.
HARTLEY A. SPARROW.

April 1st, not qualified.

Special Measurer of Wood and Bark—CALEB T. JENNEY.

STANDING COMMITTEES OF THE BOARD OF ALDERMEN.

On Police—The Mayor, and Aldermen Perry and Sherman of Ward 5.

On Laying Out and Widening Streets—The Mayor, and Aldermen Taber and Cornell.

On Licenses—Aldermen Sherman of Ward 5, Taber and Chisholm.

On Enrolments—Aldermen Sherman of Ward 6, and Perry.

JOINT STANDING COMMITTEES OF THE CITY COUNCIL.

On Finance—The Mayor, President of the Common Council, and Councilmen Hazard, Bullard, Benjamin, Doane and Hart.

On Accounts—Aldermen Taber, Sherman of Ward 6, and Councilmen Allen, Hitch and Benjamin

On Public Property—Aldermen Chisholm and Perry, and Councilmen Hazard, Almy and Denison.

On Public Instruction—Aldermen Cornell and Taber, and Councilmen Mackie, Bullard and Tripp.

On Lighting Streets—Aldermen Cornell and Sherman, and Councilmen Clark, F. S. Gifford and H. A. Gifford, Jr.

On Roads, Bridges, Main Drains and Common Sewers—Aldermen Taber and Cornell, and Councilmen Paisler, Walsh and Robinson.

On Fire Department—Aldermen Cornell and Taber, and Councilmen Hart, Doane and Luce.

On Burial Grounds—Aldermen Chisholm and Perry, and Councilmen H. A. Gifford, Jr., Allen and Paisler.

On Alms House and Poor—Aldermen Cornell and Sherman of Ward 6, and Councilmen F. S. Gifford, Tripp and Chaney.

On Printing—Aldermen Sherman of Ward 6, and Councilmen Bowman and Reed.

STANDING COMMITTEES OF THE COMMON COUNCIL.

On Elections and Returns—Councilmen Walsh, Robinson and Chaney.

On Bills in Second Reading—Councilmen Denison, Luce and Soule.

On Enrolled Ordinances and Resolutions—Councilmen Clark, Almy and Soule.

JOINT SPECIAL COMMITTEES.

On Water—The Mayor, and Aldermen Cornell and Chisholm, President of the Common Council, and Councilmen Hitch and Mackie.

On the Erection of Wooden Buildings in the Fire District—Aldermen Perry, and Sherman of Ward 5, and Councilmen Bowman, Sherman and Reed.

On Care and Supervision of Halls, Ordnance, Small Arms and Military Equipments—Aldermen Cornell and Taber and Councilmen Bowman, Sherman and Soule.

1869.—CITY DOCUMENT No. 3.

REPORT

OF THE

COMMITTEE ON FINANCE.

CITY OF NEW BEDFORD,
IN COMMITTEE, March 17, 1869.

The Committee on Finance in compliance with the ordinances, herewith present to the City Council a statement of the receipts and expenditures for the financial year ending March 1st, 1869, by which it appears that the whole amount of receipts into the treasury, including balance on hand March 1st, 1868, have been five hundred and ninety-eight thousand nine hundred forty four and 90-100 dollars, ($598,-944.90); that the expenditures have been five hundred eighty-two thousand four hundred and forty and 49-100 dollars, ($582,440.49); leaving a balance in the treasury March 1st, 1869, of sixteen thousand five hundred four and 41-100 dollars, (16,504.41.)

The receipts into the treasury have been:

From balance of last year,	$37,126.21
Collector of Taxes,	226,880.79
Real Estate Tax account,	168.95
Unappropriated Taxes,	4,192.97
Incidentals,	7,455.46
Highways and Streets,	3,987.89
Water Works,	705.29
Poor Department,	4,528.12
Liquor Agency,	2,633.36
Heating High School House, error in bill,	1.90
Temporary Loan,	72,000.00
Public Schools,	907.16

Rural Cemetery,	1,903.00
Oak Grove Cemetery,	1,160.15
Special Appropriation, 1868,	200,000.00
Trustees of Free Public Library,	182.00
Repairs of Public Buildings,	118.40
Common,	18.75
Lighting the Streets,	20.50
Fire Department,	454.00
Appropriation of 1868,	25,000.00
Commonwealth of Massachusetts,	9,500.00
	$598,944.90

The expenditures have been:

For Support of the Poor,	$31,170.14
Lighting the Streets,	7,664.73
Night Watch,	17,320.86
Public Schools,	62,289.56
Oak Grove Cemetery,	4,719.66
Rural Cemetery,	9,575.89
Fire Department,	18,678.19
Free Public Library,	3,000.00
Liquor Agency,	2,218.02
Highways and Streets,	40,782.46
Public Debt,	51,570.00
Public Buildings,	3,097.26
Salaries,	15,305.00
Commonwealth of Massachusetts,	8,186.98
Incidental Expenses,	24,925.93
Water Works,	215,896.99
Common,	614.45
Real Estate Tax account,	101.57
High School House repairs &c.,	11,570.21
High School House, heating,	3,625.59
Trustees of Free Public Library,	127.00
Temporary Loan,	50,000.00
	$582,440.49

The amount of Bonds outstanding March 1st, 1868,	$529,000.00
Issue of Water Bonds 1868,	200,000.00
	$729,000.00
Bonds due Oct. 1st, 1868, and paid,	19,850.00
Whole amount of Bonds outstanding March 1st, 1869,	$709,150.00

Herewith are presented the reports of the Sub-Committees appointed to examine the accounts of the City Clerk, and

Treasurer and Collector of Taxes, and to prepare a schedule of the City property.

For the Committee,

ANDREW G. PIERCE, Chairman.

IN COMMON COUNCIL,
3d. mo. 18th, 1869.

Received and accepted and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH. Clerk.

IN BOARD OF ALDERMEN,
March 18th, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

CITY TREASURER'S OFFICE,
March 1st, 1869.

To the City Council of the City of New Bedford:

GENTLEMEN—In accordance with the provisions of law and of the City Ordinance, I send you, annexed, my report for the financial year ending this date.

With much respect,

JAMES B. CONGDON,

Collector of Taxes.

Statement of the Collector of Taxes.

FINANCIAL YEARS.	UNPAID March 1, 1868.	PAID and remitted.	UNPAID March 1, 1869.
1850 to 1858 inclusive.	$14,643.56	$42.65	$14,600.91
1859,	3,141.32	3.00	3,138.32
1860,	3,893.46	8.40	3,885.06
1861,	4,331.22	13.10	4,318.12
1862,	3,908.44	21.14	3,887.30
1863,	3,687.30	34.27	3,653.03
1864,	2,383.28	34.80	2,348.48
1865,	2,445.68	65.60	2,380.08
1866,	2,418.16	179.05	2,239.11
1867,	7,504.91	5,439.70	2,065.21
	$48,357.33	$5,841.71	$42,515 62

TAXES OF 1868.

Tax Bills,		$304,256.60
State Tax,	$39,540.00	
County Tax,	21,083.67	
City Tax,	230,000.00	
Overlay,	13,633.03	
		304,256.70

PAYMENTS.

State,	$39,540.00	
County,	21,083.67	
	$60,623.67	
City,	221,195.53	
	$281,819.20	
Discount for prompt pay,	$14.388.14	
Taxes remitted,	1,119.16	
	$15,507.30	
	$297,326.50	
Balance unpaid,	6,930.20	
		304,256.70

The balance unpaid is $574.71 less than the amount of the unpaid taxes of 1867, March 1st, 1868.

CITY OF NEW BEDFORD,
Office of the Treasurer and Collector, March 1st, 1869.

JAMES B. CONGDON, Collector of Taxes.

IN COMMON COUNCIL,
3d mo. 18th, 1869.

Received and accepted and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

IN BOARD OF ALDERMEN,
3d mo. 18th, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

CITY OF NEW BEDFORD,
Treasurer's Office, March 1st, 1869.

To the City Council of the City of New Bedford:

GENTLEMEN:—Annexed you will find my account for the financial year 1868—9.

Connected with it are my statements of balances prepared in accordance with former usage and of the amount of the City debt with the annual payments on the same to the year 1904.

With much respect,

JAMES B. CONGDON,

City Treasurer.

Statement of the City Treasurer.

The receipts into the City Treasury for the financial year ending March 1, 1869, are as follows:

Balance in Treasury March 1, 1868,		$37,126.21

RECEIPTS.

From the Collector of Taxes.		
1858,	2.00	
1859,	1.50	
1860,	6.90	
1861,	11.60	
1862,	19.14	
1863,	30.27	
1864,	32.80	
1865,	63.60	
1866,	177.05	
1867,	5,340.40	
1868,	221,195.53	
		$226,880.79

MEMORANDUM.

Credited, " Appropriations 1867,"	$4,820.30
Credited, " Appropriations 1868,"	220,000.00
Credited, " Unappropriated taxes,"	2,060.49
	$226,880.79

REAL ESTATE TAX ACCOUNT.

Of sundry persons for taxes and costs upon estates sold for taxes.		
James Nichols,	$14.05	
Joel P. Rogers,	9.28	
John Sawyer,	10.52	
Joseph W. Stedman,	31.65	
S. A. Coggeshall,	25.16	
James Wilmot,	6.06	
John Cardling,	18.88	
John P. Holmes,	19.45	
Thomas Fahy,	26.15	
William P. S. Cadwell,	7.75	
		$168.95

UNAPPROPRIATED TAXES.

Balance of receipts from the State Tax Commissioner for State Corporation Tax,	$4,192.97

MEMORANDUM.

Received of Tax Commissioner, Tax of 1868,	$28,904.25	
Received of Tax Commissioner, Tax of 1867,	288.72	
		$29,192.97
Credited " Appropriation 1868,"	25,000.00	
Balance, as above,	4,192.97	
		$29,192.97

INCIDENTALS.

Rents.		
Market Stalls,	$520.00	
T. P. Terry, ground rent,	12.00	
Police Court,	250.00	
City Hall.	213.00	
		$995.00
Police Court.		
Fees and Fines of the Clerk of the Police Court,		1,439.02
Licenses.		
Treasurer of Liberty Hall,	148.00	
City Marshal,	182.93	
City Clerk, Sewers, 30, Licenses, 28,	58.00	
		$388.93
Liquor Licenses and Taxes.		
County Commissioners, one half of the sums received by them for Licenses from retailers in this City,	275.00	
Retailers, one half tax on sales,	35.94	
		$310.94
Home and Coast Guard.		
Sale of Clothing,	25.22	
Due on Rolls,	6.00	
Sale of Shot and Shell,	13.80	
		45.02
Claims audited and not called for,		
Sundry amounts due Firemen for 1865, 1866, 1867,	41.75	
Claim in favor of Wm. H. Bliss, Audited May 5, 1862,	143.00	
Audit in favor of Sarah E. Taber, in accordance with the decision of the County Commissioners,	491.67	
		676.42
Interest on Bonds.		
Received of purchasers of Bonds for accrued interest,		3,285.30

Pine Grove Cemetery.			
Sale of Lots,		44.00	
Interest on Taxes, and Summons.			
Received by Collector and paid into the Treasury,		270.83	$7,455.46

HIGHWAYS AND STREETS.

Of sundry persons for Dirt, &c.,			
R. Beetle,	$5.75		
E. Haskell,	20.75		
M. Doughty,	2.75		
B. S. Pierce,	26.00		
C. M. Pierce,	16.67		
A. F. Bradford,	3.00		
		74 92	
Bill against School Department,	6.25		
Poor Department,	12,79		
Sundries,	41.52		
Water Board,	100.00		
Common,	113.93		
Rural Cemetery,	62.75		
Schools,	6.35		
		343.59	
Duplicate Bill,		5.88	
Error in Bill,		1.00	
Use of Cart,		9.75	
Of George H. Norman, under contract for filling water-pipe excavations,		1,841.90	
Of R. Corson for horse,		115.00	
Of Superintendent of Streets,		550.00	
Of Wamsutta Mills, Austin Street sewer,		1,045.85	
			3,987.89

WATER WORKS.

Of W. W. Crapo, wood,	21.36	
Of Poor Department, wood,	649.86	
Rent,	15.00	
Over audit,	15.00	
Of R. E. Briggs,	.75	
Of —— Cobb, for plank,	3.32	
		705.29

POOR DEPARTMENT.

Of sundry Towns:			
Freetown,	$77.27		
Sandwich,	111.59		
East Bridgewater,	36.83		
Tisbury,	10.25		
Lawrence,	1.75		
Fall River,	60.31		
Charlestown,	55.60		
		353.60	
Of Earl C. Briggs, sales by him,		710.93	
Of Overseers,		2,613.97	
Of Commonwealth, State paupers,		727.11	
Bill against Fire Department,		122.51	
			4,528.12

LIQUOR AGENCY.

Of Agent, sales made by him,	1,994.05	
Of Perry & Wood, for Liquors sold them,	639,31	
		2,633.36

HIGH SCHOOL HOUSE.

Heating.	
Error in bill,	1.90

TEMPORARY LOAN.

Borrowed of Merchants' National Bank,	$72,000.00

PUBLIC SCHOOLS.

Error in bill,	.50	
Error in audit,	36.00	
Duplicate bill,	7.75	
For rent of Sears' Hall,	36.00	
Iron sold,	10.00	
Manuals sold,	35.60	
Of State Treasurer, School Fund,	781.31	
		$907.16

RURAL CEMETERY.

Of sundry persons, sale of stone &c.		
Z. Kelley,	$2.50	
P. Russell,	20.90	
Same,	28,00	
Same,	.25.44	
		76.84

For sale Land,	155.90	
Duplicate bill,	62.26	
Superintendent of Burial Grounds, sale lots,	1,608.00	
		$1,903.00

OAK GROVE CEMETERY.

Of N. Negus,	5.50	
Of O. Howe,	17.50	
Of I. D. Hall,	12.50	
Of P. Russell,	25.00	
For sale of house,	344.65	
Of Superintendent of Burial Grounds, sale lots,	755.00	
		$1,160.15

SPECIAL APPROPRIATIONS 1868.

Sale of Water Bonds, $200,000.00

TRUSTEES FREE PUBLIC LIBRARY.

Interest on permanent funds, $182.00

PUBLIC BUILDINGS.

Bills to Poor Department,	105.00	
Sales Iron,	7.15	
Bill to Poor Department,	6.25	
		$118.40

COMMON.

Of P. Russell, grass, $18.75

LIGHTING THE STREETS.

Duplicate bill, $20.50

FIRE DEPARTMENT.

Sales made by Chief Engineer, $454.00

APPROPRIATIONS OF 1868.

Of State Treasurer, $25,000.00

[See Memorandum under head of " Unappropriated Taxes."]

COMMONWEALTH OF MASSACHUSETTS.

On account of State Aid advances, $9,500.00

$598,944.90

PAYMENTS.

Warrants have been drawn on the Treasurer, and paid as follows:

Support of the Poor,	$31,170.14	
Lighting the Streets,	7,664.73	
Night Watch,	17,320.86	
Public Schools,	62,289.56	
Oak Grove Cemetery,	4,719.66	
Rural Cemetery,	9,575.89	
Fire Department,	18,678.19	
Free Public Library,	3,000.00	
Liquor Agency,	2,218.02	
Highways and Streets,	40,782.46	
Public Debt,	51,570.00	
Public Buildings,	3,097.26	
Salaries,	15,305.00	
Commonwealth of Massachusetts,	8,186.98	
Incidental Expenses,	24,925.93	
Water Works,	215,896.99	
Common,	614.45	
Real Estate Tax Account,	101.57	
High School House, repairs &c.,	11,570.21	
High School House, Heating,	3,625.59	
Trustees Free Public Library,	127.00	
Temporary Loan,	50,000.00	
Whole amount of payments,		582,440.49
Balance, cash in Treasury,		16,504.41
		$598,944.90

BALANCES, March 1st, 1869.

Dr.

Appropriations, 1868, special,	$34,329.21	
Appropriations, 1866, special,	5,000.00	
Commonwealth Massachusetts,	9,295.03	
Real Estate Tax Account,	416.33	
Cash,	16,504.41	
		$65,544.98

Cr.

Temporary Loan,	$22,000.00	
Rural Cemetery,	267.65	
Oak Grove Cemetery,	470.57	
Water Works,	39,672.19	
George Howland, Jr. Fund,	1,600.00	
Charles W. Morgan Fund,	1,000.00	
Trustees of Library,	534.57	
		$65,544.98

CITY OF NEW BEDFORD,
Treasurer's Office, March 1, 1869.

JAMES B. CONGDON, City Treasurer.

CITY DEBT.

Table showing the amount of the Permanent City Debt, including the Water Bonds, with the amount of the Bonds and Coupons due each year, from 1869 to 1904, both inclusive.

YEAR.	BONDS.	COUPONS.	AMOUNT.
1869	$21,150.00	$40,100.00	$61,150.00
1870	22,050.00	38,939.50	60,989.50
1871	18,950.00	37,717.50	56,667.50
1872	13,450.00	36,689.00	50,139.00
1873	14,150.00	35,935.50	50,085.50
1874	16,500.00	35,140.00	51,640.00
1875	15,000.00	34,250.00	49,250.00
1876	15,000.00	33,450.00	48,450.00
1877	25,000.00	32,650.00	57,650.00
1878	20,000.00	31,400.00	51,400.00
1879	20,000.00	30,400.00	50,400.00
1880	22,000.00	29,400.00	51,400.00
1881	20,000.00	28,300.00	48,300.00
1882	20,000.00	27,300.00	47,300.00
1883	20,000.00	26,300.00	46,300.00
1884	26,000.00	25,300.00	51,300.00
1885	20,000.00	24,000.00	44,000.00
1886	20,000.00	22,800.00	42,800.00
1887	20,000.00	21,600.00	41,600.00
1888	20,000.00	20,400.00	40,400.00
1889	20,000.00	19,200.00	39,200.00
1890	20,000.00	18,000.00	38,000.00
1891	20,000.00	16,800.00	36,800.00
1892	20,000.00	15,600.00	35,600.00
1893	20,000.00	14,400.00	34,400.00
1894	20,000.00	13,200.00	33,200.00
1895	20,000.00	12,000.00	32,000.00
1896	20,000.00	10,800.00	30,800.00
1897	20,000.00	9,600.00	29,600.00
1898	20,000.00	8,400,00	28,400.00
1899	20,000.00	7,200.00	27,200.00
1900	20,000.00	6,000.00	26,000.00
1901	20,000.00	4,800.00	24,800.00
1902	20,000.00	3,600.00	23,600.00
1903	20,000.00	2,400.00	22,400.00
1904	20,000.00	1,200.00	21,200.00
	$709,150.00	$775,271.50	$1,484,421.50

IN COMMON COUNCIL, 3d mo. 18th, 1869.

Received and accepted and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

ACCOUNTS IN DETAIL.

SUPPORT OF THE POOR.

To paid	Groceries and Provisions at Alms House,	$7,404.18
	Labor of Farmer and nursing,	1,890.36
	Salary of Physician and nursing,	1,131,26
	Fuel,	5,165.91
	Outside support,	5,743.32
	Salary of Overseers,	900.00
	Salary of Superintendent of Alms House,	833.33
	Repairs at Alms House,	784.67
	Farming tools and implements,	210.69
	Repairs on Stoves, pipes and steam apparatus,	389.30
	Anvil, iron and iron work,	126,12
	Oil carpet at Alms House,	67.51
	Iron bedsteads,	105.00
	Crockery ware, oil and furnishings,	191.31
	Dry goods,	1,348.50
	Clothing and cloth,	196.32
	Leather, boots and findings,	178.52
	Boots and shoes,	226.78
	Hats and caps,	67.33
	Oxen, cows and exchange of horses,	1,255.00
	Harness and repairs of do.,	131.68
	Shoeing horses and repairs of wagons,	439.58
	Grass and other seed,	113.39
	Hay caps and rope,	94.92
	Thrashing grain,	32.00
	Corn and meal,	131.52
	Fertilizers,	176.40
	Soap,	96.00
	Oil,	45.37
	Carting fuel,	549.19
	Trimming coal in city yard,	70.45
	Undertaking,	526.50
	Rail Road tickets and fares,	58.05
	Rail Road freight,	5.00
	Printing and advertising,	43.87
	Books and stationery,	13.75
	Liquors,	59.75
	Vinegar,	22.44
	Setting up furnace,	33.17

To paid	Hack hire,	27.50	
	Chaplain at Alms House,	104.00	
	Chains and plank,	13.42	
	Stove casting, &c.,	12.00	
	Sundry items paid by Overseers,	49.75	
	" " " " Sup. of Alms House,	405.03	
	Total expenditure,		31,170.14
3d mo. 9.—Balance transferred to special appropriation, 1868,			857.98
			$32,028.12

CREDIT.

By annual appropriation,	23,000.00	
Amount received from other Cities and Towns for support of poor,	3,694.68	
Sale of hay to Fire Department,	122.51	
Received from Supt. of Alms House for sales of produce, &c.,	710.93	
Transfer from account of lighting streets,	2,000.00	
" " sundry departments,	2,500 00	
		$32,028.12

SUPPORT OF PUBLIC SCHOOLS.

To paid	Salaries of Teachers,	$42,227.07
	Books and stationery,	2,037.31
	Alterations and repairs of school houses,	4,797.37
	Cleaning and sweeping,	2,987.16
	Stoves, and repairs of stoves and pipes,	869.22
	School furniture and repairs,	3,109.79
	Hard coal,	2,253.38
	Charcoal, kindlings and wood,	834.35
	Printing and advertising,	614.57
	Globe and articles for object teaching,	432.60
	Use of musical instruments,	291.80
	Brooms, brushes, pails, mats and furnishings,	358.82
	Clock and repairs,	95.45
	Repairs of locks and keys,	70.88
	Salary of Secretary of School Committee,	75.00
	Carting piano, settees, coal, &c.,	160.55
	Rail Road freight on furniture, &c.,	87.99
	Gas,	39.52
	Use of Liberty Hall, High School exhibitions,	36.25
	Rent of halls for school rooms,	623.56
	Horse hire,	78.75
	Labor in and around High School house,	78.00
	Repairing pumps,	11.25
	Box for maps,	2.00

To paid Schooling,	10.00	
For shavings and cleaning off snow,	6.70	
Subscription to newspaper,	8.63	
Chemicals,	5.15	
Clearing out vaults,	6.00	
Repairing bell,	4.75	
Packing boxes,	1.20	
Use of chairs in Temperance Hall school,	9.75	
Covering black board rubbers,	4.20	
Diplomas for High School graduates,	13.77	
Flagging stone and carting,	6.35	
Error in audit, bill No. 37,	.35	
Sundry expenses of Secretary and Chairman,	40.07	
Total expenditure,		62,289.59
1869, 3d mo. 9.		
Balance transferred to special appropriation, 1868,		117.60
		$62,407.16

CREDIT.

By annual appropriation,	$58,000.00	
Special appropriation,	3,500.00	
School fund of State Treasurer,	781.31	
Rent of Sears' Hall,	36.00	
Sale of books by Superintendent of Schools,	35.60	
Duplicate bills Nos. 6 and 90,	43.75	
Sales of old iron,	10.00	
Error in bill,	.50	
		$62,407.16

FIRE DEPARTMENT.

To paid Engineers and Firemen,	$6,617.41	
Repairs of Engines and Hose,	1,361.62	
Repairs of Engine Houses,	347.88	
Grain and feed,	819.03	
Hay and straw,	716.66	
New leading hose,	3,919.70	
Hose couplings,	238.58	
Hostlers,	1,740.00	
Engine and hose reel drivers,	210.00	
Bituminous coal for steamers,	370.00	
Wood for kindlings,	28.91	
Hard and charcoal,	152.78	
Gas at engine houses,	218.50	
Labor for care of engines, hose and reservoirs,	336.30	
Ground rent for Hook and Ladder Co. House,	75.00	
Harnesses and repairs,	253.54	
Shoeing horses and repairing carriages,	268.08	

To paid	Ringing fire alarm bells,	100.00	
	Torch boys,	107.49	
	Stewards of engine companies,	36.00	
	Washing bedding, &c.,	36.00	
	Sperm oil,	27.01	
	Self lighting gas burners,	13.50	
	Rail Road freight on coal,	65.68	
	Carpets for engine house,	92.71	
	Exchange of horses,	125.00	
	Use of horse and shed,	30.93	
	Board of horse,	10.00	
	Horse blankets,	14.00	
	Doctoring horses and medicines,	25.70	
	Horse hire,	7.75	
	Repairs of stoves, pipes, &c.,	54.24	
	Hardware and tools,	17.06	
	Cotton waste and cloth,	15.32	
	Brushes, brooms, lanterns, flag and packing,	24.10	
	Salary of Clerk of Board of Engineers,	100.00	
	Carting,	18.45	
	Rubber goods,	8.00	
	Advertising, printing, bridle bits, seat riser,	7.50	
	Rent Music Hall 4.00, blocks for steamers 6.50, Stationery 5.88,	16.38	
	Tripoli 5.60, liquor 2.00 and soap 9.60,	17.20	
	Carting water at fires,	12.00	
	Clock,	13.00	
	Gas fitting,	.57	
	Hose wrenches,	9.00	
	Total expenditure,	$18.678.19	
	Amount transferred,	500.00	
	3d mo. 9, 1869. Balance transferred to special appropriation, 1868,	275.81	
			$19,454.00
	CREDIT.		
By	annual appropriation,	$19,000.00	
	Amount received of Chief Engineer for sales,	454.00	
			$19,454.00

REPAIRS OF HIGHWAYS.

To paid	labor and team work per pay roll,	$25,462.53	
	Flagging and other stone,	2,846.86	
	Repairing wagons and harnesses,	425.35	
	Shoeing horses and repairing tools,	892.03	

SYCAMORE STREET SEWER.

To paid	brick and cement,	$895.71	
	Labor by C. H. Taber,	654.04	
	Carting sand and brick,	129.12	
	Pay roll labor,	794.31	2,473.18

AUSTIN STREET SEWER.

To paid brick and cement,	$590.60		
Carting,	71.15		
Sewer pipe,	367.50		
Labor,	28.80		
Pay roll labor,	1,008.04	2,066.09	
To paid land damages on account of widening and straightening Mt. Pleasant street,		706.74	
Gravel and dirt,		648.28	
Grain and feed,		1,204.51	
Hay and straw,		822.35	
Concrete for sidewalks,		190.00	
Repairs on sewer at Hazard's wharf,		40.80	
Two horses,		709.50	
New cart—three wheeled,		435.00	
Stump extractor,		145.00	
Repairs on engines,		7.56	
Tools and repairs of tools,		210.33	
Brick, lime and cement,		114,59	
Lumber,		217.25	
Coal for stone crusher,		194.06	
Oil, &c.,		60.40	
Coal tar for sidewalks,		109.50	
Setting lanterns,		39.48	
Trimming trees in streets,		307.11	
Cleaning snow off sidewalks,		73.27	
Horse hire,		29.70	
Repairing harnesses,		51.52	
Measuring gravel,		36.83	
Stone work,		15.28	
Iron kettle,		10.00	
Hogs,		30.10	
Doctoring horses,		12.50	
Gas,		23.18	
Stationery,		6.98	
Printing,		6.05	
Iron and steel,		11 76	
Brass hinges,		4.84	
Stove pipe,		27.16	
Iron work,		16.06	
Setting glass,		3.50	
Repairing spirit level,		2.25	
Dippers,		3.50	
Carting stone and sand,		13.74	
Powder,		10.83	
Brushes, brooms, &c.,		14.90	
Old lead, 80c. Brass union, 55c.,		1.35	
Repairing pumps,		8.88	
Rope,		10.05	
Wharfage on flagging stones,		29.73	
Total expenditures,		$40,782.46	
3d mo. 9, To transfer to special appropriation, 1868,		1,205.43	$41,987.89

CREDIT.

3d mo. 14, 1868. By annual appropriation,	$28,000.00	
By special appropriation,	10,000.00	
Amount received of Norman & Co., refitting and paving streets after laying water pipes,	1,841.90	
Amount received of Wamsutta Mills for one-half cost of Austin street sewer,	1,045.85	
Amount received for sales of stone, gravel and dirt,	624.92	
For team work,	243.59	
Of T. S. Corson on note,	115.00	
For boarding Water Commissioner's horse,	100.00	
For use of cart,	9.75	
Duplicate bill, No. 81,	5.88	
Error in bill, No. 80,	1.00	
	$41,987.89	

LIGHTING THE STREETS.

To paid Gas and naptha,	$4,417.57	
Repairs of lanterns and lamp posts,	521.76	
Lamplighters per pay rolls,	2,424.00	
Labor and material for new oil house,	145.04	
Glass for lanterns,	88.75	
Rotary pump,	15.00	
Gas burners and repairs of do.,	12.62	
Lamp wicks,	7.50	
Hardware and tools,	9.48	
Repairing ladders,	13.81	
Matches,	9.20	
Total expenditures,	$7,664.73	
Transfer to Support of Poor,	2,000.00	
3d mo. 9, 1869. Balance transferred to special appropriation, 1868,	355.77	
		$10,020.50

CREDIT.

3d mo. 14, 1868. By annual appropriation.	$10,000 00	
By bill duplicated,	20.50	
		$10,020.50

CITY WATCH.

To paid Watchmen,	$16,961.00	
Salary of Officer of Watch,	150.00	
Gas,	68.02	

To paid Watchmen's stars,	48.39	
Repairing steps and ladders,	28.53	
Sewing and washing bedding,	26.36	
Crackers,	11.97	
Matches and medicines,	8.32	
Carpet,	7.25	
Horse hire,	4.50	
Repairing locks and keys,	3.27	
Repairing table,	3.25	
Total expenditures,	$17,320.86	
3d mo. 9, 1869. Balance transferred to special appropriation, 1868,	79.14	
		$17,400.00

CREDIT.

3d mo. 14, 1868. By annual appropriation,	$17,000.00	
By transfer from sundry accounts,	400.00	
		$17,400.00

FREE PUBLIC LIBRARY.

To paid salaries of librarian and assistant,	$1,162.50
Books,	1,190.18
Printing catalogue,	485.31
Reports,	85.88
Black walnut desk,	37.00
Expenses to New York,	12.63
Dusters, brooms, &c.,	10.25
Nails, screws, lines, &c.,	10.00
Signs,	5.00
Shade,	1.25
Total expenditures,	$3,000.00

CREDIT.

3d mo. 9, 1868. By balance brought down,	$500.00
By annual appropriation,	2,500,00
	$3,000.00

EXTENSION OF RURAL CEMETERY.

To paid Labor,	$7,956.09
Hay and grain,	354.85
Blacksmith's coal, and coal for stone crusher,	45.85
New barn,	73.72

To paid	Repair on house,	428.82	
	Lumber,	52.87	
	Mason work,	51.51	
	New ox cart,	101.80	
	Repairs on carts, &c.,	25.25	
	Iron and steel,	78.19	
	Hardware, tools, nails, &c.,	75.84	
	Surveying, making plans and staking out lots,	136.64	
	Patent blocks,	11.58	
	Horse hire,	69.75	
	Rope,	28.02	
	Oil Can,	.75	
	Cement,	5.30	
	Tar,	3.00	
	Making roller,	1.55	
	Use of pumps,	1.75	
	Use of derrick,	10.00	
	Sundries.	62.75	
Total expenditure,		$9,575.89	
3d mo. 9, 1869.	To balance to new account,	267.65	
			$9,843.54

CREDIT.

3d mo. 9, 1868.	By balance brought down,	$140.54	
By special appropriation,		7000.00	
	Transfer from Oak Grove Cemetery,	800.00	
	Sales of lots by Superintendent,	1608.00	
	Sale of land,	155.90	
	Sale of stone,	36.50	
	Labor and carting,	46.34	
	Duplicate bill audited,	62.26	
			$9,843.54
3d mo. 9, 1869.	By balance brought down,		267.65

EXTENSION OF OAK GROVE CEMETERY.

To paid	Labor per pay rolls,	3,069.01
	Stone and stump puller,	212.00
	Judgement of Court in favor of Sarah E. Taber,	491.67
	Yoke of oxen,	270.00
	Hay and grain,	210.51
	Iron gates,	114.59
	Labor pointing stone posts,	68.00
	Labor on barn and stone drags,	49.65
	Moving barn and tool house,	40.00
	Tools and ox yoke,	45.21
	Lumber,	22.55
	Iron and Steel,	43.80

To paid Double blocks,	11.58	
Drags and wood,	14.66	
Surveying,	21.00	
Carpenter work,	8.33	
Iron work,	6.47	
Horse hire,	7.50	
Doctoring ox,	8.00	
Chains,	3.88	
Advertising,	1.25	
Total expenditures,	$4,719.66	
Transfer to Rural Cemetery,	800.00	
3d mo. 9, 1869. To balance to new account,	470.57	
		$5,990.23

CREDIT.

3d mo. 9, 1868. By balance from old account,	$1,830.08	
By special appropriations,	3,000.00	
Sale of house at auction,	344·65	
Sales of lots by Superintendent,	755.00	
Sale of stone,	30.00	
Sale of manure,	25.00	
Amount received of H. Negus in full for old building sold him,	5.50	
		$5,990.23

REPAIRS OF PUBLIC BUILDINGS.

To paid Steam heating apparatus in Library building,	$2,141.81	
Repairs and alterations at Library building,	355.42	
" " " " Cen'l Police Station,	264.98	
" " " " City Hall building,	84.38	
" " " " City stable,	54.11	
Labor, carting and stone at City Common,	124.21	
On account of steam heating apparatus at High School house,	50.85	
Well at City stable,	33.50	
Horse hire for Committee,	4.50	
Repairs of bell,	3.50	
Total expenditures,	$3,097.26	
3d mo. 9, 1869. Balance transferred to special appropriation, 1868,	21.14	
		$3,118.40

CREDIT.

3d mo. 9, 1868. By annual appropriation,	$3,000,00	
By sales of furnace, old iron and copper pipe, from Library building,	118.40	
		$3,118.40

NEW BEDFORD WATER WORKS.

To paid Water Commissioners' orders on City Treasurer from No. 1 to 10, inclusive,	$215,896.99	
3 l mo. 1, 1869. Balance to new account,	39,672,19	
		$255,569,18

CREDIT.

3d mo. 1, 1868. By balance from old account,	$54,863.89	
By special appropriation in anticipation of sale of bonds,	200,000.00	
Sales of wood,	671.22	
Rent,	15.00	
Over audit,	15.00	
Received of R. E. Briggs,	75	
Sales of plank,	3.32	
		$255,569.18
3d mo. 9, 1869. By balance brought down,		$39,672.19

COMMONWEALTH OF MASSACHUSETTS.

3d mo. 9, 1868. To balance from old account,	$10,608.05	
To amount paid State aid,	8,186.98	
		$18,795.03

CREDIT.

By amount received of State Treasurer for advances made in 1867,	$9,500.00	
3d mo. 9, 1869. By balance to new account,	9,295.03	
		$18,795.03
To balance brought down,		9,295.03

ENLARGEMENT OF HIGH SCHOOL HOUSE.

To paid Plans, specification and superintending,	$150.00	
Contract for mason work,	4,263.00	
Extra mason work,	1,168.21	
Contract for carpenter work,	5.989.00	
	$11,570.21	
3d mo. 9, 1869. Balance transferred to special appropriation 1868,	429.79	
		$12,000.00

CREDIT.

By special appropriations,	$12,000.00

HEATING HIGH SCHOOL HOUSE.

To paid for steam heating apparatus per contract,	$3,042.34	
Alterations in school house in consequence of introducing steam,	581.35	
Total expenditure,	$3,623.69	
3d mo. 9, 1869. Balance transferred to special appropriation 1868,	376.31	
		$4,000.00
CREDIT.		
By special appropriation,		$4,000.00

UNAPPROPRIATED TAX ACCOUNT.

To amount transferred to incidental expense acc't,	$4,000.00	
" " " " sundry accounts,	1,900.00	
3d mo. 9, 1869. " To amount transferred to special appropriation 1868,	353.46	
		$6,253.46
CREDIT.		
By taxes previous to 1869, of Collector,	$2,060.49	
Amount received for corporation tax,	4,192.97	
		$6,253.46

REAL ESTATE TAX ACCOUNT.

3d mo. 9, 1868. To balance brought down,	$483.71	
To sales of real estate for taxes,	101.57	
		$585.28
CREDIT.		
By amount received of Collector of Taxes,	$168.95	
3d mo. 9, 1869. By balance to new account,	416.33	
		$585.28
To balance brought down,	416.33	

CITY LIQUOR AGENCY.

To paid Salaries and rent,	$583.43	
Liquors,	1,561.03	
Fitting up store No. 4 Cheapside,	13.43	
Charcoal,	3.91	
Carting,	9.22	
Agent for sundries paid by him,	47.00	
	$2,218.02	
3d mo. 9, 1868. Balance from old account,	338.60	
3d mo. 9, 1869. " transferred to special appropriation 1868,	76.74	
		$2,633.36
CREDIT.		
By amount received of Agent for sales,		$2,633.36

TRUSTEES OF THE FREE PUBLIC LIBRARY.

Paid Mayor's orders on City Treasurer,	$127.00	
3d mo. 9, 1869. Paid balance to new account,	534.57	
		$661.57

CREDIT.

3d mo. 9, 1868. By balance from old account,	$479.57	
By 1 year's interest on trust fund,	182.00	
		$661.57
By balance brought down,		$534.57

CHARLES W. MORGAN FUND.

CREDIT.

By donation to Free Public Library,	$1,000.00

GEORGE HOWLAND, JR. FUND.

CREDIT.

By donation to Free Public Library,	$1,600.00

CITY COMMON.

To paid salary of Superintendent,	$600.00	
Fertilizer,	9.45	
Auctioneer's commissions selling grass,	4.50	
Posts,	.50	
3d mo. 9, 1868. Balance transferred to special appropriation, 1868,	4.30	
		$618.75

CREDIT.

3d mo. 14, 1868. By annual appropriation,	$600.00	
Sale of grass,	18.75	
		$618.75

INCIDENTAL EXPENSES.

To paid Assessors services and office expenses,	$1,586.84
Care of and expenses of Police Stations,	947.83
Election expenses,	710.00
Support of Insane,	1,976.82
Extra salaries to marshal and assistants,	2,250.00
Celebration of 4th of July, &c.,	2,458.44
Two new brass field pieces,	1,112.85
Printing and advertising,	1,108.80
Clerk hire and services in Treasurer's office,	1,048.25
Rent of halls for armories,	1,000.00

To paid	Salary of health officer,	861.75
	Horse hire, conveying prisoners,	797.69
	Extra police services,	712.00
	Coal for city library, city hall and public offices therein,	783.79
	Gas at watch house, public library and city hall,	622.82
	Salaries of officers to attend Police Court,	500.00
	Towards cost of new bell on Trinitarian church,	500.00
	Support of girls at State Industrial School,	458.63
	Support of boys at State Nautical School,	356.51
	Support of boys at State Reform School,	155.93
	Railroad tickets, postage and revenue stamps and City Clerk's and Treasurer's office expenses,	447.70
	Damages for injuries to horses and carriages,	350.47
	Public reception to Members of Legislature, visit to School Ship,	316.75
	Salary of janitor at library building,	336.64
	Dredging out dock at Hazard's wharf,	293.40
	Concerts by Brass Band,	250.00
	Interest on temporary loans,	244.91
	Registry of births, marriages and deaths,	229.95
	Undertakers' returns of deaths,	42.00
	Feeding prisoners at police stations,	198.00
	Books and stationery,	184.90
	1 year's interest on Trust Fund to Library,	182.00
	Railroad tickets,	121.35
	Repairing surveying instruments,	128.00
	Charcoal,	123.24
	Services of quarantine physician,	100.00
	Expenses of water committee,	105.47
	Repairs on police stations,	94.00
	Labor in cemeteries,	82.35
	Cleaning library and city hall buildings,	75.30
	Labor, gravel and carting at common,	65.95
	Use of bell on North Congregational Church,	60.00
	Printing water bonds,	59.00
	Expenses of bridge committee to Boston,	52.90
	Rent of liquor store,	50.00
	Firing salute on arrival of yacht squadron,	46.25
	Distributing notices for health officer,	41.00
	Cleaning snow off sidewalks,	41.52
	Lighting and opening city hall and washing,	46.90
	Brushes, brooms, mats, pails, &c.,	38.61
	Remittance of real estate tax,	33.85
	Remittance of sewer tax,	31.62
	Ice at city hall and library building,	36,12
	Collation election day,	35.42
	Attending to delivery of charcoal,	31.95
	Repairing furniture,	29.94
	Pilot bread at police station,	27.22

To paid Carpet and making, for treasurer's room,	25.44	
Storage of brass field pieces,	25.00	
Map of Tripp's brook,	17.50	
Pistol for city marshal,	15.00	
Hardware, nails, &c.,	14.40	
Soap, $13.25, getting in coal at police station, $13.17,	26.42	
Alcohol and liquors for meters, $12.00, wood at health office, 10.42,	22.42	
Use of Music Hall, $11.00, ringing bells, $12.00,	23.00	
Subscription to newspapers,	18.00	
Binding and bill files, 9.75, keys, repairs, 4.56,	14.31	
Chairs for health office, 5.00, gas fittings, 5.50,	10.50	
1 quarter's salary of milk inspector, 6.25, posting notices, 2.00,	8.25	
Grass seed for common, 5.50, repairs of pump, 3.25,	8.75	
Stand for water pitcher, in Mayor's room,	4.75	
Incidentals,	108.56	
Total expenditure,	$24,925.93	
3d mo. 9, 1869. To balance transferred to special appropriation, 1868,	1,017.32	
		$25,943.25

CREDIT.

By Interest on bonds,	$3,285.30	
Fees and rent from Clerk of Police Court,	1,689.02	
Licenses and use of City Hall,	601.93	
Rent of stalls in market,	520.00	
County Commissioners, license and taxes,	310.94	
Sale of clothing, effects of Home & Coast Guards,	25 22	
Rent of T. P. Terry,	12.00	
Amount unpaid on Home & Coast Guard, roll,	6.00	
Firemens' rolls from 1865 to 1867,	41.75	
Received from Pine Grove Cemtery,	44.00	
Bill of Wm. H. Bliss, audited 5th mo. 5th, 1862, uncalled for,	143.00	
Sarah E. Taber's claim, uncalled for,	491.67	
Received of Treasurer for interest and summonses,	270.83	
Sales of shot and shell,	13.80	
Total receipts,	$7,455.46	
By annual appropriation,	14,487.79	
Transfer from un-appropriated tax account,	4,000.00	
		$25,943.25

SALARIES.

To amount paid city officers,	$15,305.00

CREDIT.

By annual appropriation,	$15,305.00

CITY DEBT.

To Bonds due Oct. 1, 1868, and paid,		$19,350.00
Interest coupons,		32,220.00
Transfer of bond not paid,		500.00
		$52,070.00

CREDIT.

3d mo. 14, 1868. By appropriation,	$52,070.00

TEMPORARY LOAN.

To paid note on demand to Bank,	$50,000.00	
3d mo. 9, 1869. To paid balance to new account,	22,000.00	
		$72,000.00

CREDIT.

By cash of Merchants National Bank,	$50,000.00	
" " " " " "	22,000.00	
		$72,000.00
By balance brought down,		$22,000.00

SPECIAL APPROPRIATION 1868.

3d mo. 1, 1869. To balance brought down,	$5,000.00

APPROPRIATIONS 1868.

3d mo. 14, 1868. To amount of appropriations per order of City Council, 3d mo. 14,	$255,000.00

CREDIT.

By amount received of Collector of Taxes,	$220,000.00
Corporation tax,	25,000.00
Transferred from Abatement account,	10,000.00
	$255,000.00

SPECIAL APPROPRIATION.

To amount appropriated for Water Works,	$200,000.00	
Enlargement of High School house,	12,000.00	
Extension of Rural Cemetery,	7,000.00	
Extension of Oak Grove Cemetery,	3,000.00	
Repairs of Highways,	10,000.00	
Heating High School house,	4,000.00	
Support Public Schools,	3,500.00	
		$239,500.00

CREDIT.

By sales of 200 water bonds,	$200,000.00	
Following balances transferred :		
Unappropriated tax account,	353.46	
Repairs of highways,	1,205.43	
City Common,	4.30	
Liquor Agency,	76.74	
Repairs of Public Buildings,	21.14	
Support of Poor,	857.98	
City Watch,	79.14	
Fire Department,	275.81	
Lighting the Streets,	355.77	
Support of Public Schools,	117.60	
Incidental Expense account,	1,017.32	
Enlargement of High School House,	429.79	
Heating High School House,	376.31	
		$5,170.79
3d mo. 9, 1869. By balance to new account,		34,329.21
		$239,500.00
To balance from old account,	$34,329.22	

SCHEDULE OF CITY PROPERTY.

CITY OF NEW BEDFORD,
IN COMMITTEE, March 17, 1869.

The sub-committee appointed by the finance committee to appraise the city property have attended to their duty, and submit the following report, viz:

VALUATION OF PROPERTY OF ALMS HOUSE DEPARTMENT.

New alms-house, barn and out-buildings,	$23,000.00	
Old alms-house and out-buildings,	1,400.00	
Small pox hospital,	400.00	
Farm containing 76 acres,	12,500.00	
Furniture in keeper's department,	150.00	
Furniture in inmates' department,	2,000.00	
Furniture in small pox hospital,	25.00	
Mechanic's tools,	150.00	
Stone and mowing machines,	350.00	
Carts, gears and lumber wagons,	350.00	
Farming utensils,	588.00	
Light wagon,	200.00	
Farm stock,	2,620.00	
Hay and grain on hand,	1,137.00	
Wood shed in city yard,	300.00	
		$45,170.00

HIGHWAY DEPARTMENT.

Stone crusher and steam engine,	$2,500.00	
Nine horses,	2,250,00	
Wagons, carts and gears,	1,525.00	
Sundry harnesses, &c.,	405.00	
Sundry tools, &c.,	300,00	
Flagging stones, &c.,	717.00	
		$7,099.00

PUBLIC BUILDINGS, LAND, &c.

City Hall and lot,	$68.000.00
City Library building,	44,000·00
City Common,	40,000.00
Land on William street, including Library lot,	12,000,00
Old Town Hall and lot,	7,000.00
Volumes in City Library,	14,000.00
City stable, out-buildings and lot,	7,000.00

Rural Cemetery and lodge,	34,000.00	
Pine Grove Cemetery,	800.00	
Oak Grove Cemetery,	18,000.00	
Powder Magazine,	450.00	
Land at Clark's Point,	200.00	
South Pound lot,	200.00	
Land at Clark's Cove,	100.00	
One acre of land near Tobey's,	25.00	
Watch House and lot on Willis street,	350.00	
Land near Hayden Coggeshall's,	500.00	
Land near P. Terry's,	300.00	
Windmill lot,	250.00	
Land west of County street, near Jas. D. Thompson's place,	500.00	
South Station House,	350.00	
Land opposite Daniel Ricketson's,	150.00	
Old mill pond lot, head of Bedford street,	600.00	
Standard weights and measures,	300.00	
Land on Purchase street, near Wamsutta street,	1,000.00	
Surveying instruments,	300.00	
Two brass field pieces,	1,500.00	
Muskets and other equipments,	100.00	
		$151,975.00

FIRE DEPARTMENT PROPERTY.

Engine house and land at Acushnet,	$300.00	
Engine house and land at Jesseville,	400.00	
Engine house and land, cor. County and Hillman streets,	10,000.00	
Engine house and land on Purchase street,	6,000.00	
Engine house and land on Fourth street,	500.00	
Engine house and land on Third street,	300.00	
Hook and ladder house on leased land,	250.00	
Engine house and land cor. Sixth and Bedford sts,	10,000.00	
Steam engine Onward and hose reel,	4,000.00	
Steam engine Progress and hose reel,	4,000.00	
Steam engine Excelsior and hose reel,	4,500.00	
Steam engine Cornelius Howland and hose reel,	4,500.00	
Engine No. 3,	700.00	
Engine No. 6,	1,800.00	
Engine No. 9,	500.00	
Engine No. 10,	500.00	
Engine No. 11,	500.00	
Hook and ladder carriage No. 1,	800.00	
Hook and ladder carriage (old),	100.00	
Two water tanks,	800.00	
Twelve horses for steamers,	3,000.00	
Twelve sets of harnesses,	300.00	
Three wagons,	300.00	
Spare hose, &c.,	2,500.00	
		$55,850.00

SCHOOL DEPARTMENT.

North school-house and lot,	$700.00	
Acushnet school-house and lot,	1,300.00	
Plainville school-house and lot,	1,000.00	
Rockdale school-house and lot,	1,000.00	
Cannonville school-house and lot,	1,500.00	
Hill school-house and lot,	2,000.00	
Merrimac street school-house and lot,	10,000.00	
Parker street school-house and lot,	12,500.00	
Cedar street school-house and lot,	2,000.00	
Maxfield street school-house and lot,	2,000.00	
Charles street school-house and lot,	1,000.00	
Kempton street school-house and lot,	2,500.00	
High school-house and lot,	22,000.00	
William street school-house and lot,	3,500.00	
Arnold street school-house and lot,	100.00	
Bush street school-house and lot,	3,000.00	
Fifth street school-house and lot,	22,000.00	
Sixth street school-house and lot,	1,500.00	
Griffin street school-house and lot,	500.00	
Dartmouth street school-house and lot,	3,500.00	
Grove school-house and lot,	1,500.00	
Apparatus in High school-house,	500.00	
Clark's Point school-house and lot,	600.00	
		$96,200.00

WATER WORKS.

Expenditures,	$350,000.00

RECAPITULATION.

Alms-House and Poor Department,	$45,170.00	
Highway Department,	7,097.00	
Public Buildings and land,	251,975.00	
Fire Department,	55,850.00	
School Department,	96,200.00	
Water Works,	350,000.00	
		$806,292.00

SAMUEL C. HART,
HENRY C. HAZARD,
JOHN N. BULLARD,
} Committee.

1869.—CITY DOCUMENT No. 4.

REPORT

OF THE

OVERSEERS OF THE POOR.

To the Mayor and Aldermen and Common Council of the City of New Bedford:

The Overseers of the Poor respectfully present their report for the year ending Feb. 28th, 1869, as follows, viz.:

The expenses at the Alms House have been,	$17,911.60	
The expenses for outside relief have been,	13,258.54	
Total,	$31,170.14	
Balance to new account,	857.89	$32,028.12

Receipts as follows:

From towns for support of their poor,	$2,967.57	
From Commonwealth,	727.11	
From sales from farm,	833.44	
Appropriation,	27,500.00	$32.028.12

Number of admissions including Farm School and Work House, 144; average monthly number, 93; cost of support per week, $3.14; number of deaths during the year, 8; number of boys sentenced to Farm School, 32; number sentenced to Work House, 54.

Number of Paupers in the House, March 1st,	59
" " Farm School Boys, " "	36
" " Persons in Work House, " "	10
Total,	105

Showing an increase of twenty-four since March 1st, 1868; nineteen of whom are Farm School boys, and five are paupers.

The expenses at the House have been unusually large the past year owing to the increase of inmates, but from the above statement it will be seen that less than three fifths of the whole number now in the House are paupers. The Farm School now numbers thirty-six boys, who are not only provided with food but clothing also—which is a large item to charge to the Poor Department.

Of the amount expended for outside relief, 535 families comprising 1651 persons have received as follows, viz: $5,435.48 has been distributed to 613 persons who belong in this City; $2,601.00 has been distributed to 262 persons who belong to other towns in the State, and that amount will be reimbersed by the towns where they respectively belong; $3,001.00 has been distributed to 776 persons who have no settlement in the State and for which the City receives no remuneration.

The Farm under the judicious management of the Superintendent is in excellent condition.

The stock consists of six horses, four yoke of oxen, thirteen cows, one yearling heifer, one three year old and one yearling bull, three breeding sows, one boar, and twenty-seven store pigs, all of which will compare favorably with any other farm stock in the County.

Wagons, carts and all the farming implements were never more complete. The teams, besides doing the work on the farm, have at odd jobs during the past season and winter, carted three hundred cords of wood, which was purchased on the ground for the City at a saving in expense of more than seven hundred dollars.

The principal products of the farm are 4535 lbs. beef, 7196 lbs. of pork, 653 lbs. of veal, 400 bushels oats, 410 do. of potatoes, 475 do. of turnips, 230 do. of beets, 50 of carrots, 500 heads cabbage, 24,910 quarts milk, 108 tons hay.

Owing to the large increase of inmates, more of the farm

produce has been consumed at the house and the sales from the farm have been less than usual.

In behalf of the Overseers of the Poor.

SILAS ALDEN, Secretary.

IN COMMON COUNCIL,
3d mo. 15th, 1869.

Received and accepted and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

IN BOARD OF ALDERMEN,
3d mo. 15th, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

1869—CITY DOCUMENT No. 5.

REPORT

OF THE

BOARD OF ENGINEERS.

To His Honor the Mayor, and City Council:

GENTLEMEN:—The Board of Engineers, of the Fire Department, in accordance with the Fire Department Ordinance, submit the following report, relative to that Department, for the municipal year 1868.

The department in organization and efficiency, as far as relates to fire apparatus, and the members of the department, is fully adequate to fulfil the object for which it was founded, and we are well satisfied is second to none other, on these points, in any city of our size in the State.

A unanimity of feeling for the best interest of the department, with a strict observance of all rules and regulations, and a prompt response to all its duties, which are so essential for its best interest, are the characteristics of the several companies that are attached to the department.

All the Engines and apparatus in active service are in good working order. There has been considerable outlay on the Steamer Progress the present year, in having a new fire-box and a thorough repair of all the machinery, and the Steamer is now in the best working order. The Steamer Onward will probably need repairs the coming year, and quite an outlay will be necessary to put her in good serviceable order.

The several engine houses and stables attached are in good repair, and are kept neat and cleanly.

There are four steam fire engines, one hand engine, and one hook and ladder carriage in active service, with a com-

pany attached to each apparatus, all of which require a force of 126 men and 12 horses. There are four hand engines and one hook and ladder carriage, not in service, belonging to the department.

The past year there has been purchased 2000 feet of patent cotton leading hose.

The pay of the members of the department comprising the Board of Engineers, firemen, engineers of steamers, hostlers and drivers, from Dec. 1st, 1867, to Dec. 1st, 1868, was $8,438.68.

The department has been called out by fires and false alarms during the year 20 times, as shown by the following schedule.

DATE.	OWNERS.	OCCUPANTS.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1868.						
1 mo 9,						
28,	Estate Mr. Jenney.	Unoccupied.	First St., So. of Howland St.	Trivial.		Burning of fire board in dwelling house.
			S. E. corner of First and South Streets.			
2 mo. 15,	Mrs. F. E. Borden,	Mrs. Borden,	207 & 209 Middle Street.	$100	Ins.	Slight burning of house. Incendiary.
	New Bedford Five Cents Savings Bank.	E. F. Morgan, Philip Martin.				Partial burning of dwelling house.
				1,340	1,000	Slight burning of meeting house, caused by a defect in stove pipe.
3 mo. 24,	Mr. Coggeshall.	Mr. Coggeshall.	Rear of No. 20 William Street.	Trivial.		Slight burning of shed building
4 mo. 18,	Joseph Grinnell.	Henry Ryder, Watson Ryder.	N. W. corner of First and Grinnell Streets.			Partial burning of oil works, oil stock,
28,	Watson Ryder.	W. Ryder.	Foot of Howland Street.	2,500	200	machinery, &c.
				600		Burning of petroleum factory and stock, caused by a person lighting a pipe near
5 mo. 26,	George Hastings.	Unoccupied.	At the Smoking Rocks, South part of city.			Burning of oil works and (still.
29,	Mrs. Robinson.	Mrs. Robinson.	Ash Street, at head of Middle Street.	1,800		machinery. Incendiary.
6 mo. 8,	W. J. Norton.	W. J. Norton.	North Water Street, foot of North Street.	Trivial.		Slight burning of dwelling house.
27.	Albert Shaw,	J. H. Lamb.	113, 115 and 117 Purchase Street.	Trivial.		Slight burning of roof of cooper's shop, caught from chimney.
	Miss Taber,	Tenants.				Burning of a three story building, occu-
	Capt. West.	Mr. Rice.				pied as a looking glass and picture frame manufactory, machinery and stock, and
						damage to the adjoining buildings, cause
7 mo. 6,	William H. Jenney.	Wm. Bosworth, Davis & Hatch.	No. 57 Charles Street.	4,175	3,175	unknown.
						Partial burning of building and contents, occupied as a carpenter shop, and a spice factory. Supposed to have caught by a
						person smoking a pipe on the premises.
8 mo. 7,	Caleb Maxfield.	C. Maxfield.	Rear of 130 Union St., fronting on Spring Street.	1,570	120	
						Partial burning of furniture warehouse building, and damage to stock by fire and
9 mo. 4,	Watson Ryder.	W. Ryder,	Foot of Howland Street.	4,500	3,500	water.
9,		Wales & Co.	N. W. cor. of South and First Street.	10		Burning of a small quantity petroleum oil.
23,	Petroleum and Coal Oil Company.	Petroleum and Coal Oil Company.	Fish Island, South side.	350	50	Burning of oil shed, oil cask, &c.
28,	New Bedford and Ohio Oil and Candle Company.	New Bedford and Ohio Oil and Candle Company.	114 North Water Street.	100		Burning of a small quantity of oil, caused by a leak in bottom of one of the stills.
10 mo. 4.	City.	City.	Fourth Street.	Trivial.		Slight burning, of some oil stock.
				50		Slight burning of engine house, caused by a leak in the gas pipe.
18,	Thomas and Francis Hathaway.	T. & F. Hathaway.	N. E. cor. of Spring and Fifth Streets.			Burning of candle works and machinery
27,	Hayes & Co.	Hayes & Co., Mayhew & Hayes.	147 North Water Street.	1,500		and merchandise on storage. Incendiary.
11 mo. 4.				1,030	780	Partial burning of stave dressing factory, machinery & stock, caught from chimney.
						False alarm, caused by ringing of bell.
				$19,625	$8,925	

It is very gratifying to your Board of Engineers to have the pleasure of making so favorable report as regards to the loss by fires the past year. The city has been highly favored as regards large conflagrations, while other municipalities have suffered largely. Though our city has large extent of territory, and the building are mostly built of wood, and in some sections it is thickly settled, and also there are sections where factories for manufacturing inflammable material are located, yet with these to contend with we have not had any large conflagrations or severe losses, though fires have occurred in some very dangerous localities.

Your Board of Engineers feel as though they should not be doing justice to the position they hold, nor to the City Government, or to the citizens, if they should neglect to embody in their report the subject of the Fire Alarm Telegraph. It is their unanimous opinion that it is needed in the city proper, and that the Fire Department and the citizens generally, particularly those who have large amount of property in locations quite distant from the engine houses, would sooner or later be benefited by having some arrangement of fire alarm put in operation, and we would earnestly recommend the City Government to take an early action in regard to having it introduced and put in operation.

In closing, we would return our thanks to the Committee on Fire Department for their ever ready co-operation with us in all matters tending to promote the efficiency of the department, and also to the members of the department for the zeal and fidelity manifested at all times for the best interest of the department, and the faithful manner in which they have endeavored to discharge the duties that devolved upon them as active members of the department.

Respectfully submitted.

Per order of the Board, T. P. TOMPKINS,
Chief Engineer of the Fire Department.

City of New Bedford, 12 mo. 26th, 1868.

In Common Council,
January 2d, 1869.

Received and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

In Board of Aldermen,
January 2d, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

1868—CITY DOCUMENT NO. 6.

MARSHAL'S REPORT

FOR 1868.

MARSHAL'S OFFICE,
NEW BEDFORD, Dec. 31st, 1868.

To his Honor the Mayor, Aldermen and Common Council of the City of New Bedford:

GENTLEMEN:—In the performance of my official duties, I herewith submit my annual report of the labors of the Police Department for the year ending Dec. 31, 1868.

In my last report I had occasion to call your attention to the diminution in the number of prosecutions before the police court, and although the numbers are slightly increased the current year, still it is comparatively small.

The total being 493; of which 381 are males and 112 are females. The following are the offences:

Drunkeness,	278	Adultery,	4
Assault and battery,	78	Setting fire to school ship,	4
Larceny,	43	Vagabond,	2
Idle and disorderly,	24	Lewd and lascivious,	2
Violation of liquor law,	19	Malicious mischief,	2
Breaking and entering,	11	Stubborn child,	1
Violation city ordinances,	6	Burglars' tools,	1
Disorderly houses,	6	Receiving stolen goods,	1
Violation sunday law,	5	Keeping gambling house,	1
Peddling without license,	5		

The following is the amount received and paid out by me:

Received for licenses and officers fees at superior court,	$520.40
Paid for cleaning snow from sidewalks,	$195.25
Paid officers expenses in pursuit of criminals,	30.92
Paid for stationery,	17.20
Paid for killing and burying dogs,	15.50
Paid for incidentals,	78.60
Paid J. B. Congdon, city treasurer,	182.93
Total,	$520.40

The slight increase in the number of prosecutions before the police court over the previous year is directly traceable to a cause which in the nature of things must be transitory, and there is reason to expect that both will disappear with the occasion that produced them.

The enterprise for the introduction of pure water into the city brought to our midst a large floating population without permanent homes, and such a class are always impatient of restraint and liable to run into error and excess when not under the influence of those social checks which are so potent in the prevention of crime. And perhaps another reason might be assigned which would have some bearing on the question of increase of prosecutions which is that my "Officers" have been vigilant and have permitted no breach of the peace to pass unnoticed, and with the knowledge and efficiency which are the fruits of experience, they combine another important quality, that of adaptation to the office they fill so well, and I hope acceptable to the city government.

In retiring from this department after thirteen years of service, if I have any regrets they are certainly not those born of the non-performance of duty, as I have at all times endeavored to fulfil the trust which has been reposed in me to the best of my ability, without fear of consequences or the desire to gain favor by the course I have pursued.

In conclusion, I desire to tender my sincere thanks to his

Honor the Mayor and the City Council for the confidence they have heretofore reposed in me, with the hope that my services have been satisfactory.

All of which is respectively submitted,

OLIVER M. BROWNELL, City Marshal.

IN BOARD OF ALDERMEN,
Jan. 2, 1869.

Received and ordered to be printed and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL,
Jan. 2, 1869.

Concurred.

WILLIAM A. CHURCH, Clerk.

REPORT OF THE OFFICER OF THE WATCH.

CITY OF NEW BEDFORD, }
Dec. 31, 1868. }

To the Honorable Mayor, Board of Aldermen, and Common Council of the City of New Bedford:

GENTLEMEN:—I have the honor to present this my third annual report as Officer of the Night Police for the year ending Dec. 31, 1868.

Whole number of arrests of both sexes, 241.

And this number, as usual, are included in the City Marshal's report.

Six hundred and seventy-two persons of both sexes have been provided with lodgings, and most of them fed with simple food provided at the expense of the city, during the year.

Two vacancies have occured during the year, that number having been discharged during the year.

Respectively submitted,

GEORGE R. HURLBUT, Captain.

In Board of Aldermen,
Jan. 2, 1869.

Received and ordered to be printed and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

In Common Council,
Jan. 2, 1869.

Concurred.

WILLIAM A. CHURCH, Clerk.

TRUANT OFFICER'S REPORT.

To His Honor the Mayor, and Board of Aldermen of the City of New Bedford:

As Truant Officer and the officer appointed under the provisions of Chapter 283 of General Statutes, 1866, for this city, I beg leave to report the number of commitments made to the Farm School under same statute during the year 1868.

Whole number of commitments, 28, as follows:

Neglected children, 16. Truants, 12.

They have been sentenced for terms varying from one to ten years.

Respectfully,

L. D. J. SEARS, Truant Officer.

IN BOARD OF ALDERMEN,
Jan. 2, 1869.

Received and ordered to be printed and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL,
Jan. 2, 1869.

Concurred.

WILLIAM A. CHURCH, Clerk.

1869—CITY DOCUMENT No. 7.

SEVENTEENTH ANNUAL REPORT

OF THE

TRUSTEES

OF THE

FREE PUBLIC LIBRARY,

OF THE

CITY OF NEW BEDFORD.

PRINTED BY ORDER OF THE CITY COUNCIL

NEW BEDFORD:
FESSENDEN & BAKER, CITY PRINTERS.
1869.

In Common Council,
January 4th, 1869.

Read and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH. Clerk.

In Board of Aldermen,
January 4th, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

OFFICERS OF THE FREE PUBLIC LIBRARY

FOR THE YEAR 1869.

TRUSTEES.

His Honor, Andrew G. Pierce, Mayor of the City.

Horatio Hathaway, Esq., President of the Common Council.

Joseph H. Cornell, Esq., Chairman of the Joint Standing Committee on Public Instruction.

Hon. George Howland, Jr.,
James B. Congdon, Esq.,
Warren Ladd, Esq.,
} At large.

President of the Board of Trustees—His Honor the Mayor.

COMMITTEES.

ON THE LIBRARY,

Andrew G. Pierce, George Howland, Jr.,
James B. Congdon.

BUILDING,

Warren Ladd, Horatio Hathaway,
Joseph H. Cornell.

ACCOUNTS,

James B. Congdon, Warren Ladd,
Horatio Hathaway.

LIBRARIAN,

Robert C. Ingraham.

ASST. LIBRARIAN,

Sophia E. Almy,

JANITOR,

Edward T. Chapman.

Donations for the Year 1868.

BOOKS AND PAMPHLETS.

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Allen, Edward A. H.,		2	13
American Antiquarian Society,			3
American Unitarian Association,			1
Board of Commissioners of Central Park,			1
Board of State Charities,	1		
Boston City Library,			1
Boston Society of Natural History,		1	1
Brownell, T. Frank,	2	3	19
Bowling W. K.,			1
Clifford, John H.,	3		
Columbia College,			1
Congdon, James B.,		3	14
Cushman, Austin S.,	1		
Dexter, Franklin B.,		1	2
Durfee, William,			1
Eliot, Thomas D.,	69		14
Farrington, William H.,		1	3
Ferris, John A.,	1		
Fessenden, C. B. H.,		4	4
Flint, Charles L.,	3		
Fox, George S.,		1	1
Friends,			1
Goodwin, William F.,			4
Grinnell, Joseph,	16		
Grinnell, Moses,	2		
Hartford Young Men's Institute,			1
Hartley, J. F.,	2		
Harvard College,			2
Hough, Franklin B.,			1
Howland, George, Jr.,			1
Hutchinson, Sylvander,	2		
Jackson, Henry,			1
Ladd, Warren,			1
Library Company, Philadelphia,			1
McCarthy, P.,			1
Mercantile Library Association, Boston,			2

Donations for the Year 1868.

(continued.)

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Mercantile Library Association, Cincinnati,			1
Mercantile Library Association, New York,			1
Mercantile Library Company, Philadelphia,			1
Mercantile Library Company, Pittsburg, Pa,,			3
Moore, George H.,			3
Morrissey, John,	1		
Paine, Martyn,	1		
Pitman, R. C.,			22
Public Library, Cincinnati,			1
Pulsifer, David,	1		
Rensselaer Polytechnic Institute,			1
Richmond, Charles,		1	3
Richmond, George B.,			1
Rodman, Edmund,		4	2
Rodman, Samuel,	58	2	216
Rodman, Thomas R.,	2	2	52
Smithsonian Institution,	3		
Spare, John, M. D.,	1		
Spofford, A. R.,	1		1
Springfield City Library Association,			1
State of New York,	1		
Stone & Crapo,	18		113
Sumner, Charles,	1	1	8
Taber, Charles,			2
Taunton Public Library,			1
Thomson, John H.,	1		1
United States Government,	28		
Waite, Stephen,	1		
Willey, Henry,	1		22
Williams, C. R.,			5
Watson, William E.,	2		
Wood, Henry T.,			3
Worcester,			1
Young Men's Association, Buffalo,			1
Young Men's Association, Worcester,			1
Bureau Refugees,			1
Peabody Institute,			1

Donations for the Year 1868.

(concluded.)

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Quint, Rev. A. H.,			3
Wilmington Institute,			1
Wilson, Henry,	1		
Public Library, Manchester, N. H.,			1
Department of Education,	1		

NEWSPAPERS AND MANUSCRIPTS.

Greene, Mrs. Thomas A., — Anti-Slavery Standard, 1867.

Brayton, David, — Manuscript List of Passengers to California, 1849.
Manuscript Genealogical Notes of Nantucket Families.

PICTURES AND PRINTS.

Citizens of New Bedford, through William W. Crapo, — Portrait of James B. Congdon.

William A. Wall, — Portrait of Thomas A. Greene.

William H. Farrington, — Engraved Portraits of Lincoln, Grant, Sherman and Thomas.

REPORT.

To His Honor the Mayor, and to the Gentlemen of the Board of Aldermen and of the Common Council of the City of New Bedford:

By the 5th section of the ordinance establishing the Free Public Library it is provided, that the Trustees shall annually lay before the City Council a detailed report of their doings and of the condition of the Library.

That ordinance bears date, August 16th, 1852.

The first report is dated March, 1853; and from that time to the present, there has been no omission on the part of the Trustees to comply with the requisition of the ordinance.

These reports contain a full and valuable history of the Institution. Aware of the importance of complying with the provisions of the ordinance, and of sustaining unbroken the series of publications which have been so interesting to our own people and to all the kindred institutions of the country, to which they have always been sent, the Board of Trustees for the year 1868, respectfully ask leave to lay before you the SEVENTEENTH ANNUAL REPORT OF THE FREE PUBLIC LIBRARY.

Our Librarian has placed before us the usual statistics in relation to the operations of the Library for the year.

The whole number of books delivered and taken from the Library is *thirty-four thousand five hundred and sixty-three.*

The daily average of deliveries has been *one hundred and twelve.*

The increase of cards issued has been *five hundred and twenty-eight.*

The whole number of cards which have been issued is *eight thousand eight hundred and twenty-one.*

In the Report of last year, the Trustees state, that "the average delivery of books, and the increase of cards issued, are greater than ever before; and the number of volumes taken is within a few hundred of the largest number ever before reported." The year 1868, as will appear from the following comparative statement, falls but a little short of that thus spoken of.

	VOLUMES TAKEN.	DAILY AVERAGE.	INCREASE OF CARDS.
1867.	34,860	114	549
1868.	34,563	112	528
Difference,	297	2	21

While it thus appears that the circulating activity of the books of the library has been sustained, it is proper for us to state, that the use of our books at the library room has largely increased. No record is kept of this part of our operations, but the librarian has estimated the number of books read, or consulted at the reading desks, to be equal to that which is delivered to be used out of the building. This would make the total use about *seventy thousand volumes*, or nearly three and a half times the whole number of books in the library.

In connection with the subject of our annual reports, it is not improper for us to state, that the demand for the former numbers, during the last year, has been greater than ever before, and that it is constantly increasing. The care that has been taken in their preparation, the fulness of detail as it regards all facts and operations of the institution by which they have been characterized, and the ample evidence furnished by them that the Free Public Library of New Bedford had, by its success, vindicated the wisdom of the State law

and the City ordinance under which it was established and has been sustained, have given great value to our annual statements, and caused for them a demand from all parts of the country. It is to be regretted that our stock of several of the reports is exhausted, so that we shall not be able to supply a full series to any who may hereafter apply.

There is not a little satisfaction in the thought, that our pioneer institution has not only flourished under the wise and fostering influence of our municipal legislation, but that it has been widely influential in aiding the efforts made in a large number of the towns and cities of our State and country to establish and maintain free libraries for the people.

Having in view the influence which our institution has thus exerted, we are induced, more for the information of those to whom this report may be sent, out of the city, than from any supposed importance to be attached to its dissemination among our own people, to publish the following statement. It was drawn up in answer to questions proposed to us by the Superintendent of the Public Library of the City of Boston. We have not considered it necessary to give the questions.

1. Established 1852.
2. Income $2,700. City appropriation $2,500. Income from funds $200.
3. Circulating and reference.
4. Volumes, 21,000.
5. Average increase 1000.
6. Not strong in any specialty.
7. Books used, two thirds novels and juveniles.
8. Total use 70,000, one half in building.
9. Two thousand people use the library.
10. No guaranty required.
11. Twenty-five lost yearly.
12. Thirty volumes worn out annually.
13. One-twelfth of the purchases novels and juveniles.

14. One-sixth of additions, donations.

15. Catalogues printed. Supplement now in press.

16. Reading-room and Library-room one. Periodicals 35. Newspapers 3.

17. Yearly Reports.

18. Librarian and Assistant.

19. Books are covered.

20. 400 Sale duplicates.

21. 5000 pamphlets, not catalogued.

22. Seldom asked to buy, do when asked.

23, Library open every day excepting Sundays and holidays, from 8 o'clock A. M. to 9 o'clock P. M., excepting two hours from 1 to 3 o'clock, and one hour from 6 to 7. From September to March, both inclusive, opens at 10 A. M.

24. Not closed for examination.

25. Classified under the leading subjects, not minutely.

26. No rival institutions in city or vicinity.

27. Frequenters, aged from 16 to 40.

28. Accounts numbered, each taker has a card bearing his or her number.

29. Buy but few duplicates.

This statement, as has already been remarked, will be mainly useful in cases where an effort is about to be, or has recently been made to establish a Free Public Library. It may however, be useful and interesting to some of our own people, thus to have presented to them some of the more prominent facts in the history and operations of their favorite institution.

In looking over the former reports, it becomes clearly evident, that, notwithstanding the confidence, founded, in the first place upon the character of our people and supported by every year's experience, that the liberal and comprehensive principle upon which the library was founded and upon which its operations have been conducted can be sustained,

there has always existed a degree of anxiety, lest some circumstances should be developed to impair that confidence and render necessary a more restricted and less popular method of management. We acknowledge that we have, to some extent, shared that anxiety. We have seen how very near the line of disorder, loss and ruin, the plan of operations that has been established and pursued is running; and we have not been without our fears that by some untoward movement the line might be broken and our faith in the safety of the free circulation of our books be destroyed. It gives us great satisfaction, however, to be able to state, that nothing in the experience of the past year has had any tendency to lessen the confidence expressed in the reports of our predecessors. Still, when we consider, that a little less care on the part of those entrusted with its management; a little less skill and vigilance on the part of those to whom is committed the responsibility of its daily operations; a little less of that feeling of obligation and sense of duty on the part of the takers and users of our books, which, we are pleased and proud to say, have been so prominently manifested by them, would change the whole character of our institution, we have not been surprised that all who have acted as its trustees, have taken every opportunity of impressing this fact upon the minds of the community. Sharing in their anxiety, we can understand why it was, that such declarations as the following were put forth by them, and are induced to repeat them.

In the First Report, the Trustees say, "*the rules must be observed, or disorder, decay and dissolution will soon attend upon this enlightened and praiseworthy effort to open to the people the avenues to a more extensive and genial culture.*"

In the Second Report, the Board repeat the words we have quoted from the First, and add: "*This declaration cannot be too often or too forcibly impresed on the minds of the people.* USE CAREFULLY. RETURN PROMPTLY. *These are*

the two fundamental rules upon which the prosperity of the library must rest. When these rules shall be disregarded, the library must cease to exist. In connection with these remarks in relation to the history and operations of our institution, we are prompted very briefly to notice an extraordinary declaration made by our somewhat noted countryman Elihu Burritt, in a work recently published by him in London, entitled WALKS IN THE BLACK COUNTRY AND ITS GREEN BORDER LAND. It should be understood that the term Black Country is used in England to designate that part of the land that has Birmingham for its centre; "black by day and red by night," the region of clanging hammers and roaring furnaces. Looking over its leaves in a desultory manner, the attention of one of our number was arrested by the words "Free Library," on the seventy-eighth page. There, will be found an account of the Birmingham Free Public Library, which will be interesting to all who share in the desire that the people may have free access to the means of knowledge. Connected with this account is the following extraordinary statement. Speaking of the establishment of the library by the people, he says: "They did what no community in America has yet done; and in the doing of it they have taken a step in advance of any thing *we* have accomplished in this department of popular education. *We* have taxed every man, whether he has children or not, to open and support free schools; but *we* have never gone so far as to levy a rate upon the population of a town to establish a FREE LIBRARY. In this the Birmingham people have beaten the most enlightened and munificent community in America. To their credit and *our* reproach be this said; or if not to *our* reproach, then to *our* stimulus in following this example."

Can it be believed that a statement so ridiculously false was written and published in the year 1868 by a Massachusetts man, called or mis-called learned, and commissioned to

represent his country as Consular Agent in one of the most important cities of Great Britain? This learned Consul is, as we have said, a Massachusetts man; for many years a resident of Worcester, within two hours' ride of the city of Boston. Now this same city of Boston, actually has to-day, and had when Mr. Burritt sent forth his complacent compliment to Birmingham and the Black Country, and his disparaging whine over the darkened condition of Boston and its vicinity, a Free Public Municipal Library, ten times as large as that of which he was boasting, and whose doors had then been opened to the whole population for more than *fourteen years*. This library of the people commenced its operations about the time that the people of Birmingham, *by a vote taken by virtue of an act of Parliament, refused by a very large majority* to allow themselves to be taxed for the establishment and support of a municipal library. Boston being thus left ignobly out in the cold, New Bedford must of course bear her company. We must, being of Massachusetts, share with the capital of New England in the reproach of allowing the Black Country of England to *beat* us in the work of opening libraries for the people.

For two reasons *we* feel that we have a special right to expose the ignorance of this learned worker in iron, for we claim that ours was the pioneer institution of this character; and we know that the trustees have taken much pains to communicate to the people of England as well as to our own, the facts in relation to its establishment and early history. Now, it surprises us not a little that a man so learned, so enraptured at the thought that "the thirsty masters of Birmingham are drinking at this fountain of their own opening and ownership," should himself be so ignorant of the contents of this free drinking establishment.

We have before us a work published in London in 1859, entitled, "Memoirs of Libraries," by Edward Edwards. It is a most exhaustive production in two volumes, and about

2000 pages; one of the most complete and reliable works upon the subject ever issued from the press. This learned English book, which was upon the shelves of the New Bedford Free Public Library and upon the catalogue of the Birmingham Collection when Burritt wrote his work, contains a full account of this and of the Boston institution. There are in it large quotations from the annual reports of both.

The account of our Library, so creditable to our City and so true, an account which gave the facts of its establishment and prosperity to the whole world, excepting the United States Consular Agent at Birmingham, is found upon the 217th page of the second volume. The author gives the entire act of our General Court, authorizing the establishment of free libraries by the cities and towns of our State, and says: "The first town to take action under this statute was New Bedford, by whose Council a Free Library was established in August, 1852. The proprietors of a subscription or 'Social Library,' transferred their collection to the new foundation, which was opened for public use on the 3*d of March*, 1853, with about 6,000 volumes. This number has been, within about three years, increased to 9,000; and in their Fourth Report, the Trustees are enabled to affirm, that "it is undoubtedly true that no act of the municipal authorities of New Bedford has reached by its recreative and improving operation so large a part of our population, and probably none has ever met so universally and deeply the approbation of the people. *A Free Public Library is the crowning glory of the system of public education*, which has been from our earliest history the pride of Massachusetts."

Such is the account of the Free Public Library of New Bedford, as it existed from twelve to sixteen years before the work of Elihu Burritt issued from the London press; such the character and history of the institution — a large and flourishing municipal undertaking when the Capitol of the Black Country was in the blackness of darkness, as far as

free public libraries were concerned. The six thousand volumes have become twenty-one thousand; a number not much below that collection which is the boast of an English city of 300,000 inhabitants, whose establishment and growth our New England enlightener and philanthropist would fain hold up for our rebuke and imitation. It is evident that New Bedford needs neither his commiseration nor his advice.

With this Report we publish, as usual, our list of donations for the year. It is highly gratifying to see that it contains a larger number of individual donors than any which has been published for many years. The whole number of contributions, not including newspapers or prints, is eight hundred and thirty-nine — volumes bound and unbound, two hundred and sixty — pamphlets, five hundred and seventy-nine. We are gratified to know, that those whose contributions it has given us pleasure to chronicle in former years, are still mindful of us. From the Hon. T. D. Eliot, Hon. Joseph Grinnell and Samuel Rodman, Esq., all names found upon the records of former years, we have received one hundred and forty-three volumes. Valuable manuscripts have been placed in our hands by David Brayton, Esq., and a volume of newspapers by Mrs. Thomas A. Greene. A donation from William H. Farrington, Esq., of New York, has been received, consisting of highly valuable and most acceptable portraits of Lincoln, Grant, Sherman and Thomas. These pictures are in the highest style of copper-plate engraving, and their accuracy as portraits gives to them a double value. For these and many other valuable contributions to our institution the Trustees feel it a pleasure, as well as a duty, thus publicly to thank the generous donors.

Donations of a different character have, during the year, added to the value and attractiveness of the Free Library collection. From William A. Wall, Esq., we have received, beautifully and richly framed, a portrait painted by him, of the late Thomas A. Greene.

In the appendix to this Report, will be found a transcript from the records of the Board of Trustees, containing an expression of their pleasure and gratitude at the reception of the portrait of one so well-known, so highly esteemed and so universally lamented. With regard to our departed friend and fellow-laborer in the cause of popular education and a generous culture, there is no call upon us to add anything to the feeling and faithful tribute contained in the last year's report of the Trustees and its appendix. In no spot could a portrait of Thomas A. Greene be more appropriately placed, than in the Free Public Library.

A transcript of our records has conveyed to Mr. Wall, the thanks of the Trustees for his valuable donation.

Another valuable picture has been placed in our possession during the year, and now occupies a conspicuous position upon the walls of our Library Room. It is a portrait of James B. Congdon, Esq., by Mr. J. O. Eaton, of New York. The circumstances under which this fine work of art and most faithful portrait, was executed and has come into the possession of the Free Public Library, are fully set forth in our appendix. To those of our inhabitants who have seen it we need not say, that no more truthful likeness has ever been placed upon canvass; and it gives us great pleasure to record the fact, that our most competent judges are unanimous in the declaration that as a work of art, it has, in this department, no superior in our city. Not alone because we see in these portraits the features we have long looked upon and would fain transmit to the knowledge of those who are to come after us, do we regard them as valuable additions to our Municipal Library. A portrait executed by a hand which genius and long and deep study have guided in giving upon canvas a likeness of the human face and form is more than a memorial of friendship or honor. It is, like all other works of art which bear the stamp of genius, valuable because that stamp is upon it. It has in it those elements of power and beauty

that are, in a great measure, independent of the individual whose features are portrayed, and it claims and receives a place among the creations of genius to impart gratification, and aid in the great work of human culture and development through all time. It becomes one of those creations which teach the lesson so musically and feelingly conveyed by the lines of our own Whittier, when he spoke of the lovely works of nature as teachers of the beautiful.

"Where, under rainbows of perpetual showers
God's gardens of the deep
His patient angels keep;
Gladdening the dim strange solitude
With fairest forms and hues, and thus
Forever teaching us
The lesson, which the many-colored skies,
The brightness of the human countenance,
The play of smiles, the magic of a glance,
Forever more repeat,
In varied tones and sweet,
THAT BEAUTY IN AND OF ITSELF IS GOOD!"

It is, therefore, in full harmony with the design of our institution to gather within its walls, not only the portraits of those we would remember and to whom we would do honor, but all good pictures, all good works of art, all the beautiful creations of genius, because all such works have the same power to interest, to instruct, to elevate that belongs to the sublime songs of Milton, Burke, Tennyson, Whittier and Longfellow. We would give our feeble testimony to the value of such teachings; and would do all in our power to diffuse among our community the ability to recognize, to enjoy and to profit by them. We trust that all who shall hereafter be connected with the management of our Library, or influential in its affairs, will keep this steadily in view, and do what they may to bring about the establishment, in connection with it, of a Gallery of Pictures. There are those, men of genius and lovers of art, who, impressed with the great value of such an accessory to our highest educational institution, are waiting for the time when provision of a proper

place shall be made, to aid in filling it by valuable contributions. Are there not some among us who will show their zeal and interest in this work, by making a beginning to a contribution for a suitable building? The erection of a gallery where works of art may be safely kept and properly exhibited, would go far towards bringing them into the possession of the City.*

The necrology of the Free Public Library has already had a beginning, and the duty devolves upon us, because of the decease, during the past year, of men whose names are directly or indirectly connected with the history of our institution, to continue the record. Since our last report was presented three persons have died whose names are found upon our records—John Mason Williams, James Arnold and Joshua C. Stone.

In the address that was delivered on the occasion of the laying the corner-stone of the Library building, August 28th, 1856, the speaker alluded to the Hon. John M. Williams as one of the two individuals then surviving, of those who were influential in establishing the first Library in New Bedford, in 1803,† and these are the orator's words: "The two yet live, and one of these, after impressing upon our forming tendencies the stamp of a wisdom early matured, and of an intellectual superiority which all acknowledged, giving profitable direction and imparting elevating and refining influences, with a modesty that gave no room for envy, and a quiet inflexibility of purpose which gave supremacy to virtue, and extorted even from vice, an unwilling tribute to virtue's loveliness, left us, in the full vigor of his consecrated abilities, to give them, away from us, to a higher sphere of duty, and a more honored if not a more honorable field of action."

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* An addition could be made to the Library Building large enough for this purpose, without, to any extent, impairing its symmetry.

†William H. Allen, Esq., was the other.

"But the season for retirement has come; and our early benefactor, upon whom the winter of age has fallen "frostly but kindly," is looking to his early home upon the banks of the Acushnet, with the purpose in his heart of closing here his protracted and useful life. We tender to him a cordial welcome. Happy shall we be to enjoy the mellow radiance of the evening, as our fathers did the brighter splendor of the morning light. That the days of the years of the life of JOHN MASON WILLIAMS may be protracted and happy is the aspiration of all."

He came, the second time, among us, and the aspiration was fulfilled. His days were protracted and happy, and we enjoyed the mellow radiance of the evening light.*

In the year 1866, the Hon. JAMES ARNOLD manifested his interest in the library by a donation of "Audubon's Birds of America." Notice is taken of this munificent gift in the Fifteenth Annual Report of the Trustees, in connection with which there is a copy from the records of the proceedings of the Board upon its reception. "This work," say the Trustees, "so rich and so rare, the most elaborate and perfect contribution to Natural History ever made, is an acquisition to the treasures of the Public Library, of which they may, without impropriety be proud. Such is its rarity and beauty, that the possession, of itself, may be regarded as giving a character and standing to the institution in which it is found. While the people of New Bedford will rejoice in this valuable addition to their library, they will gratefully remember that this act is but the continuance of a course of generosity and beneficence which has for a long series of years, blessed the community in which the donor resides. To Mr. Arnold we are also indebted for another work of great rarity and value, "Walton's Polyglot Bible," London, 1657, six volumes.

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*See appendix.

Mr. Arnold and Judge Williams died within a few days of each other, both of them over four score and seven years of age. With both of them New Bedford was the scene of their opening career of life. The first named remained always with us, and the other returned, and when "the end of earth" had come to them, there was found standing around their ashes groups of mourners composed, almost identically, of the same individuals. Judge Williams attended the funeral of his early and life-long friend.*

Hon. Joshua C. Stone was in the year 1863 a member, elected at large, of the Board of Trustees of the Free Public Library. That he held that position is a reason why it is proper that we should notice his death; although there is nothing in the exercise of the duties of that office that would, of itself, call for a demonstration of regret and of respect so deep and so extensive as we have witnessed at the departure of this amiable man and accomplished jurist.

The men whose names, in this brief necrology, we have associated with his, were allowed to spread around them the brightness and fullness of their talents and virtues to the utmost limit of human existence. *He* was stricken down in the meridian of life, and has left us mourners over blasted hopes and disappointed anticipations.

"The hand of the reaper
Takes the ears that are hoary,
But the voice of the weeper
Wails manhood in glory.
The autumn winds rushing
Waft the leaves that are searest,
But our flower was in flushing,
When blighting was nearest." †

Thus closes our brief notices of the dead. It is needless for us to do more than to allude to their departure and our loss; for others with stronger claims and richer ability to put them forth have been before us; and we shall add to the

*See Appendix.

†See Appendix.

interest and value of our Report, by giving at its close the honorable and feeling testimonials which have been called forth by the death of our valued fellow-citizens.*

While we write, we are enjoying the pleasant warmth and purity of atmosphere, and the gratifying conviction of safety which are the result of the new arrangements for heating, which have been, through the thoughtful liberality of the City Council and the efficient labors of its appropriate committee, introduced into the Library Building, during the year. The four furnaces, inefficient and dangerous, have been removed. That we have in our rooms air that is both pure and warm, in the place of that which was neither one nor the other, is not the only thing about the change that it is pleasant to contemplate. We are freed from the dust, so ruinous to our books and pictures, which has ever attended the use of a furnace; we have an atmosphere less injurious to the binding of the books; all our rooms are comfortably and continuously heated; the vestibule, above and below, hitherto so cold that it was a source of much inconvenience to those who were often obliged to wait there, is now as comfortable as any part of the building; and, though last not least, we have the satisfaction of knowing that we have all this increased safety and comfort from an expenditure of coal that we are confident will not exceed, and which we have reason to believe will not equal, that which was necessary under the old and inefficient plan of operations.

The items and operations of the credit, known upon the books of the City Treasurer as "the funds of the Trustees of the Free Public Library," are as follows:

Balance as per our last report,	$478.82
Income from the "Howland" and "Morgan" funds,	182.00
	$660.82
Expended during the year,	127.00
Balance unexpended,	$533.82

*See Appendix for notices of James Arnold, John M. Williams and Joshua C. Stone.

The balances of the several accounts are as follows:

George Howland, Jr., fund, (income,)	$262.57
Charles W. Morgan fund, (income,)	111.85
Horticultural Society fund,	84.40
Charles Congdon fund,	75.00
Total as above,	$533.82

Our "Supplementary Catalogue" is about ready for the binder. It has been long in press, — longer than at first was supposed to have been necessary; but perfect accuracy was demanded, great care was required, constant changes called for, and all this was incompatible with hasty action.

To meet the expense of the binding, and allow an expenditure for our general operations equal to what has hitherto been found necessary, will require a small addition to the annual appropriation for the maintenance of the Library.

All of which is respectfully presented,

ANDREW G. PIERCE,
HORATIO HATHAWAY,
GEORGE H. DUNBAR,
GEORGE HOWLAND, Jr.,
WARREN LADD,
JAMES B. CONGDON,
} Trustees.

New Bedford, January 1st, 1869.

APPENDIX.

APPENDIX.

PORTRAIT OF JAMES B. CONGDON.

NEW BEDFORD, August 17th, 1868.

JAMES B. CONGDON, Esq., New Bedford:

Dear Sir, We, the undersigned, your friends and neighbors, remembering the long years which you have devoted to the public service, desire to express in some permanent form, our appreciation of your ability, industry, and eminent usefulness in promoting the interests of the community. We gratefully recognize the fact, that no man has ever labored with more devotion and faithfulness, and with greater usefulness, in advancing the moral and intellectual growth and the material prosperity of New Bedford. Your life has been given to the work with unsurpassed fidelity.

As a favor to us, which we trust will not be displeasing to you, we beg that you will allow us to have painted by some artist of distinction, a portrait of yourself, which, when completed, we shall desire to have placed in the Public Library, there to remain, reminding us of your eminent labors in our behalf, and inciting our descendants to imitate your many virtues.

Very truly, your friends,

WILLIAM W. CRAPO,
JONATHAN BOURNE, JR.,
ABRAHAM BARKER,
THOMAS MANDELL,
J. C. DELANO,
GEORGE O. CROCKER,
OLIVER PRESCOTT,
WILLIAM J. ROTCH,
EDWARD W. HOWLAND,
CHARLES L. WOOD,
JOHN H. CLIFFORD,
GIDEON ALLEN,
ANDREW G. PIERCE,
MATTHEW HOWLAND,
THOMAS NYE, JR.,
CHARLES H. LEONARD,
HENRY T. WOOD,
LOUM SNOW,
THOMAS KNOWLES,
A. H. SEABURY,
THOMAS S. HATHAWAY,
JOSEPH GRINNELL,

HENRY TABER,
EDWARD C. JONES,
DAVID R. GREENE,
CHARLES R. TUCKER,
OTIS SEABURY,
WARD M. PARKER,
J. SWIFT, JR.,
PARDON TILLINGHAST,
WILLIAM HATHAWAY, JR.,
I. D. HALL,
THOMAS D. ELIOT,
GEORGE HOWLAND, JR.,
HENRY H. CRAPO,
W. C. N. SWIFT,
ROBERT C. PITMAN,
WILLIAM C. TABER,
WILLIAM PHILLIPS,
BENJAMIN RODMAN,
JOSHUA C. STONE.

NEW BEDFORD, August 21, 1868.

To Messrs. WILLIAM W. CRAPO, JONATHAN BOURNE, JR., ABRAHAM BARKER, *and others, citizens of New Bedford:*

Gentlemen and Friends, There is no form of words at my command, which can adequately express the emotions excited by your note of the 17th instant. How can I give utterance to the mingled feelings of surprise and gratitude which accompany its perusal?

And can it be that my humble efforts in behalf of this beloved city of ours have been thought worthy of a recognition like this? It elevates those labors in my own estimation, when I look upon them in the light of this testimonial to their extent and character. I should show myself wholly unworthy of this expression of approbation and regard, did I not, as I read the communication in which it is conveyed, and look upon the long list of honored and honorable names from which it derives its high character and value, feel that such a testimonial could not have been bestowed upon so humble an indivual as myself, had there not been some circumstances in my past and present relations to the inhabitants of New Bedford of a character somewhat peculiar and interesting.

You have been pleased, in your note, to attach to my efforts for "advancing the moral and intellectual growth and the material prosperity" of our City, a degree of importance, far exceeding any estimate which it has ever entered into my thought to connect with my labors for the welfare of this community. But this I may without impropriety assert, that even your friendly and partial estimate of the results of those efforts falls far short of the measure of my wishes and aspirations for the prosperity of the inhabitants of New Bedford.

For this friendly expression of your regard, and for the kindness which has prompted you to convey to me the assurance of your approbation, I return to you my heartfelt thanks.

From the future, but little can be expected or hoped. The shadows of evening are gathering around my path, and with me the period of successful

activity in any of the pursuits of life is near its close. But let me assure you, gentlemen, that my future, whatever results it may exhibit, will be made brighter and happier by the possession of the evidence of your friendly recognition of my labors in the past.

Whatever there may be required of me, that your intentions with regard to the portrait may be carried into effect, I shall be ready to perform when the selected artist shall signify his wishes.

And when the work shall be done, and a place shall be found for it upon the walls of our FREE PUBLIC LIBRARY, I shall be fully rewarded for all my labors, so long continued and so cheerfully bestowed in its behalf, if it shall be influential, to any extent, in keeping full the ranks of a body of enlightened and devoted public servants, charged with the guardianship of the noblest of our Public Institutions.

With heartfelt wishes for your welfare, I am, gentlemen,

Truly and gratefully your friend,

JAMES BUNKER CONGDON.

PRESENTATION CEREMONY.

The portrait having been completed, it was placed in the Picture Room of Taber Brothers, and on the evening of December 22nd, was exhibited to a large gathering of gentlemen and ladies, the subscribers to the portrait and their friends. A short time after the company had assembled, William W. Crapo, Esq., in behalf of the donors of the picture read the following letter:

NEW BEDFORD, Dec. 22d, 1868.

Hon. Andrew G. Pierce, Mayor:

DEAR SIR:—A few months since it was suggested that some recognition of the long-continued, efficient and faithful services of James B. Congdon was due from the citizens of New Bedford.

While it would have been appropriate for the City Government, in its corporate capacity, to have taken action directly in the matter; yet a few of his friends and neighbors, feeling assured that a less formal course would be more pleasing to him, have sought to testify, in some other way, their own gratitude and appreciation, as well as the esteem and honor of their fellow citizens. And it has seemed to them that it would not be an inappropriate expression of this feeling to place among the possessions of the City, a portrait of Mr. Congdon, which should not only preserve for themselves and

their children a correct representation of his familiar and venerable features, but which should also be valuable in itself as a work of art.

For this purpose they have employed Mr. J. O. Eaton, one of the most distinguished portrait painters in the country, whose success in this work is a source of much gratification.

And now, Mr. Mayor, in behalf of my associates, I present, through you, to the City of New Bedford, this portrait of Mr. Congdon. Upon your acceptance of it, it becomes the property of the City. Its givers suggest that you will be pleased to confide its custody to the Trustees of the Free Public Library and their successors, who, it is believed, will care for it as a precious possession, valuable in itself and rich in its associations as the likeness of a faithful public servant and a beloved citizen.

Accompanying this, I hand you the correspondence between the donors and Mr. Congdon, in order that the same may be placed on the files of the City.

Yours, very respectfully,

WILLIAM W. CRAPO.

To which His Honor Mayor Pierce responded:

NEW BEDFORD, 12 mo. 22, 1868.

William W. Crapo, Esq.:

MY DEAR SIR:—I fully appreciate the motives that have prompted you and your associates, to have executed, this truly life-like portrait of our esteemed and honored friend. It is well that the memory of one who has been so prominent in public; one who has been associated for so long a number of years with our town and city, should be treasured in future years. In what more fitting and appropriate manner could this be done, than by preserving upon canvas the familiar features and form of him whom we desire to remember and honor? You and I, as well as many others here, know something of the labor and services he has rendered, for the most part a free offering, to our town and city. He is associated with our boyhood remembrances of the town of New Bedford, and in these latter years we know practically of the zeal and watchfulness that he continues to have for the welfare and interests of all that pertains to the prosperity and advancement of our City. Therefore it is peculiarly gratifying to me to be the medium, as Mayor of the City and therefore Chairman of the Board of Trustees of the Free Public Library, to receive this portrait to be placed at you request in the Library of that Institution, there to remain as a reminder of the appreciation by his fellow-citizens of one who through a long number of years served his town and city honorably and well. And I venture in

advance to thank you and your associates for them and for all our citizens for so valuable an addition to their collection of works of knowledge and of art.

Yours, very respectfully,

ANDREW G. PIERCE, Mayor.

The picture, as is generally known, is from the easel of Mr. J. O. Eaton, an eminent artist of New York who was invited here for the purpose of painting this portrait. We express the opinion of every one who has seen it when we say that, as a portrait, it is faultless, and as a work of art it fully sustains the high reputation Mr. Eaton deservedly enjoys. The painting is framed tastefully in gilt, encased in black-walnut and, aside from the interesting associations connected with it, will be valued for its artistic merit.

RECEPTION BY THE TRUSTEES.

At a meeting of the Trustees of the City Library held December 26. 1868, His Honor the Mayor, as President of the Board of Trustees, presented to the meeting the papers connected with the execution of the portrait of JAMES B. CONGDON, and its presentation to the City.

He stated that the portrait was now at the exhibition rooms of the Messrs. Taber Bros., where, in accordance with an arrangement which had been made previous to its transfer to the City, it was to remain for a few days.

He regarded the picture as valuable to the Library and to the inhabitants of the City; not only as a work which would convey to future generations a faithful likeness of our esteemed fellow citizen and associate, but as a work of art surpassed by few, if any, in the country in this department of the domain of painting.

He would recommend the adoption of the following resolutions:

Resolved, That as the representatives of the inhabitants of New Bedford, we are gratified at receiving for the Free Public Library this exceedingly beautiful and valuable work of art, that we will gladly take it into our custody, and cherish it as among the most highly prized possessions of the institution.

Resolved, That individually, and as representing the people of the City, we tender our warmest thanks to the gentlemen, our friends and fellow citizens, at whose request and at whose expense this portrait has been executed—a portrait so valuable to us as a work of the highest artistic character, and so dear to us as the life-like resemblance of our friend and associate.

Resolved, That it gives us much pleasure to be allowed to place upon our records the correspondence which has been connected with the execution of the portrait, and with its presentation to the City, uniting as we do with our fellow citizens whose grateful liberality has placed it in our possession, in the sentiments and feelings which gave origin to the movement and which have had so satisfactory a conclusion.

Resolved, That the Committee of the Library take charge of the portrait as soon as the present arrangements with the Messrs. Taber shall terminate, and place it in a proper situation in the Library Room.

Resolved, That a copy of this record be presented to the gentlemen to whom the Library is indebted for this valuable donation, and to J. O. Eaton, Esq., the artist.

The portrait was placed in the Library Room on the 13th of January, and occupies the recess between the two entrance doors at the south end of the room.

PORTRAIT OF THOMAS A. GREENE.

At a meeting of the Trustees of the Free Public Library, December 26th, 1868, James B. Congdon directed the attention of the Trustees to the beautiful and faithful portrait of the late THOMAS A. GREENE, which was placed before them.

He communicated to the Board the interesting and agreeable fact, that the portrait was the work of our esteemed fellow citizen and meritorious artist, William A. Wall, Esq., and that Mr. Wall had presented it, with its appropriate and costly frame, to the City of New Bedford for the Free Public Library.

The portrait was greatly admired for its faithfulness and its merits as a work of art; and it was regarded with deep interest as a valuable accession to the artistic treasures of the Library; as a truthful and expressive representation of the features of a man whose life, public and private was a benefaction to this community, and to whom the cause of education and a comprehensive intellectual culture were largely indebted; and as the work of a gentleman who is, in every sense of the word a New Bedford artist, whose pencil has preserved to us the features of many of our most estimable citizens, and added a higher interest to the lovely scenery of our City and its neighborhood.

As expressive of the feelings of the Board, James B. Congdon introduced the following resolutions which were unanimously adopted:

Resolved, That on behalf of the inhabitants of New Bedford, we most cordially thank our friend and fellow citizen, William A. Wall, Esq., for his valuable gift of a portrait of the late Thomas A. Greene, executed by him, to the Free Public Library.

Resolved, That we look upon this portrait of Mr. Greene, as a valuable addition to the treasures of our Library; and one which is doubly dear to us, as a life-like memorial of one whose memory will be ever dear to the people of New Bedford, and as a gift of an artist born, educated and still living among us; with talents in this department of art which reflect credit upon our City, and entitle him to a high place among the painters of the country.

Resolved, That we gladly accept the guardianship of this beautiful picture, and promise for it a conspicuous place upon the walls of the Library Building, where it will publish to all, the high regard in which he was held, whose features it perpetuates, and the artistic skill and generous enthusiasm of him who executed the work and presented it to the City.

Resolved, That a copy of the record be communicated to Mr. Wall.

Resolved, That the Committee of the Library select a proper situation for the portrait, and cause it to be properly and safely suspended.

HON. JAMES ARNOLD.

The following notice of our deceased fellow citizen, James Arnold, was published in the New Bedford Mercury, a few days after his death. We consider it due to a man whose benefactions have not only enriched our institution, but have, for many years blessed our whole community, to republish this just and feeling tribute to his memory. It was written by James B. Congdon.

The brief notices of Mr. ARNOLD, which have appeared in the papers of our City, do not as we believe, satisfy the claims which his life and character have to the attention and regard of this community, and of those who intimately knew him.

While, as a public man he was but little known, and no associations with public events are connected with his memory, there was much in his character as a man and as a merchant that gave prominence and interest to his name, and much in his position and life as a citizen of New Bedford to render that name worthy of affectionate remembrance.

JAMES ARNOLD was the son of THOMAS ARNOLD, of Providence, R. I., a prominent member of the Society of Friends. By birth-right, he too, was a member of that religious denomination; and whatever may be thought of the peculiarities of this religious body, one fact is beyond controversy, that, in proportion to its numbers, no sect of Christians has blessed the world with a larger share of noble men and women, who have exemplified in their lives that personal purity and devotedness to the welfare of humanity, which are the foundation of the gospel of peace and good will.

In early life Mr. ARNOLD gave a direction to an intellect subtle and vigorous beyond the average of his fellow-men, by a careful perusal and study of the classical literature of our language. None but those who were favored with his intimacy in the most vigorous period of his life, can be aware of the extent and richness of his knowledge of our best authors, and of that keen and exhaustive appreciation of their powers and beauties with which he was endowed. "I honor that man," said Ephraim Peabody, one whose memory will long be cherished by this community, "who, in addition to that calling upon which he depends for a livelihood, gives a portion of his time to the

cultivation of his intellect and his taste." During his long and active life, Mr. ARNOLD, felt and enjoyed the advantages of this extensive acquaintance with the best portions of English literature, and of this richness and fulness all were partakers who were favored with his intimate acquaintance.

There are two or three persons*, still among us, who were, with him, members of the association, which in later years has been known as the Old Dialectic Society; and these remember with distinctness and pleasure the instruction and enjoyment which his frequent participation in its discussions afforded them. He was an earnest, an honest, and forcible speaker; and from the rich and full stores of his intellect he could, in a manner equalled by few and excelled by none, give an interest to the subject of debate which did not end with the occasion that excited it. Thus it was that, without having, or assuming to have, those exact and comprehensive gifts of scholarship which belong to those whose lives are devoted to literature, he had that degree of attainment and that discriminating love of letters, that gave a zest to his leisure hours, soothed and comforted him in seasons of sorrow, and rendered him always a profitable and pleasant companion.

As a merchant, Mr. ARNOLD held a place prominent and honorable. He was among the last of that successful and high-minded race of men, who, in the first quarter of the present century, were the merchant-princes of New Bedford. He took his place while yet a young man, as the son-in-law of William Rotch, Jr., and as his mercantile partner, among those who were known throughout the commercial world as enlightened and successful men of business; and while the success of his devotion, skill, and enterprise, demonstrated his right to share with them their elevated position, no act of his ever sullied the purity of the reputation they had won.

An incident, of no great importance in itself, that occurred when he was in the prime of life and largely engaged in mercantile pursuits, will illustrate the character of his mind, and the views which he held and so strikingly exemplified in his business career.

President Wayland was in New Bedford for the purpose of soliciting aid for the increase of the library of Brown University. A meeting of our merchants and monied men was held, and the President, in a short address, endeavored to show how it was that liberality towards our institutions of learning was fruitful of benefits to all classes and conditions of men. Some word which he or some other gentleman had dropped, which indicated that the merchants were too much absorbed in money-making, called up Mr. Arnold, who, in a few brief and eloquent sentences, vindicated the character

*At the opening of the month of December, 1867, there were five members of the "Old Dialectic" living: John Mason Williams, James Arnold, Thomas A. Greene, William C. Taber and James B. Congdon. Since that time the three first have died, the first since this notice was written.

of our men of business, and the claims of the pursuit in which they were engaged to an honorable and elevated position. He declared that the occupation of the merchant was as free from mercenary tendencies as any in which man could engage; and that the devotion which gave reputation and profit, was due, not so much to a low and grovelling love of gain, as to that generous and commendable desire for success which was the stimulus to all high and enlightened effort in every department of human affairs.

As has already been intimated, Mr. ARNOLD was but little in public life. In the days when the good old plan of town meetings allowed him to be somewhat active in our town affairs without holding office, he gave a fair portion of his time to our municipal business. For a short period he was a member of the Governor's Council while the Governor's chair was occupied by George N. Briggs. He filled the office of Councillor with much credit and usefulness. The good Governor informed the writer of this sketch, that at no period during his long term of office, did he have more efficient assistance from any member of his Council than from Mr. Arnold. His was a well-trained, well-disciplined, and a well-informed mind, fitted for usefulness in any direction to which its energies were given.

During that unhappy period, when the activity of the elements of discord in the Society of Friends resulted in the disruption of that denomination, Mr. ARNOLD left that body of Christians and joined the religious society with which he was associated for the remainder of his life. Free from bigotry and sectarianism, he continued to hold and to cherish those fundamental views of human obligation, and of the highest human elevation and attainment, which were and are characteristic of that religious society into the membership of which he was born. The members of the First Congregational Society, however they may have differed from him in judgment, will long retain a respect for their departed associate, and will with pleasure remember that his counsels were always for that course of action the most pure and honorable, and the most worthy of an enlightened Christian body.

As illustrative of this, and of the happy results of such counsels and actions, the course taken by the Society in extending an invitation to the Rev. Mr. Furness, of Philadelphia, to become its pastor, may be mentioned. A vote had been passed to this effect. Under a belief, that not alone to the pastor should the action here be communicated, but to the Society as well, Mr. ARNOLD proposed that an address should be prepared and forwarded with that to the pastor, directed to the religious body of which he had charge, informing them of the request that had been made, and requesting them to co-operate with the Society here, should they think well of the proposed transfer. From the lips of the Rev. Mr. Furness himself was the writer of this informed of the happy results of this noble and Christian-like course of proceeding. There had been a feeling of alienation creeping into the Phil-

adelphia society, arising from the boldness and power with which their minister defended the cause of the bondman. At a meeting of the Society both communications from New Bedford were laid before it. The effect was immediate, surprising, beautiful. Under the influence of a course of proceedings so full of instruction and so well calculated to give activity to Christ-like sympathy and devotion, the difference which had made a disruption of the tie between the pastor and people probable, if not desirable, wholly disappeared, and closer than ever before were knit the bonds of affection and regard. "The Society in New Bedford," said Mr. Furness, "never can know how much we are indebted to them for their high-minded and Christian proceeding."

It remains for us to speak of the benevolence which was so distinguishing a trait in the character of James Arnold. No man understood better than he the obligations which rested upon him as one who had been blessed by a bountiful Providence with ample means for the alleviation of human suffering and want. In the administration of his charities, it was his choice, as it was his practice to a very great extent, to act by himself. He was a strong man — strong in means, and strong in the ability to judge as to the most efficient manner of dispensing his bounties. "The cause which he knew not, he searched out." It needed not that his work might be rightfully done, that he should associate with others. There is but little need for us, in this community, to extend our remarks upon this part of the life and character of our departed fellow-citizen. Never, from that princely abode on County street, did the stream of benevolence cease to flow. The exercise of the charities, of which that was the fountain, was one of the institutions of our city. Steadily, clearly, widely, always full and always overflowing, year after year the stream flowed on, diffusing throughout our city its healing, refreshing and encouraging influences. He, whose death has now made mourners of the poor and needy, stood not alone at the head of this fertilizing stream. Side by side, for a long course of years, stood this noble man and his princely companion, both to no small extent aided by that daughter, who, years ago, with the mother, left the father and husband alone to perform the work so long jointly and efficiently performed. And the last of this family of enlightened and devoted benefactors of the poor has now departed.

That beautiful residence, so long the home of all that can dignify and elevate humanity, the source from which, for half a century there has flowed a bounty which in its influence was not confined to the children of want, is now without a tenant. It cannot long remain so. The lights of that beautiful home will, we hope, soon be rekindled, and we feel an assurance which amounts to conviction, that the future of our city, as has been the past, will be blessed by the enlightened and beneficent influences which will flow from that spot so long consecrated to an active, wide-spread, and enlightened hospitality and benevolence.

James B. Congdon.

PROCEEDINGS OF THE MANAGERS OF THE NEW BEDFORD PORT SOCIETY.

At a meeting of the Managers of the New Bedford Port Society, held at the Chapel, January 2d, 1869, the following preamble and resolutions, prepared by J. B. Congdon, Esq., were adopted:

By the death of the Hon. James Arnold, another star has been affixed to the list of our Life Members. For many years he was an active and useful member of our Society. He was one of the first Board of Officers elected after its incorporation in 1832. He was four years of the Board of Managers; twelve years one of its Vice Presidents; and three years its President. To an extent much beyond that manifested by him in any other charitable organization in our city, he was, for many years, devoted and efficient in his co-operation with us in the prosecution of our peculiar form of benevolent and reformatory operations.

In view of these facts, and as expressive of our regard for his memory and our gratitude for his labors and benefactions, we place upon our records the following resolutions:

Resolved, That we are saddened by the reflection, that by the death of the Hon. James Arnold, another of our earliest members, another of those who have been for a long period of time interested and efficient officers and managers of our Society, and one of our Society's most bountiful benefactors, has departed from us.

Resolved, That in his long-continued membership in our association, his active, protracted official services, his large and numerous contributions of pecuniary aid during his life, and in the generous liberality on our behalf which his death disclosed, we recognize the testimony of a lofty and benevolent nature to the rectitude of the principles upon which our Society is founded — a cheering endorsement of the methods by which its designs have been carried forward, and a generous confidence that its objects in the future will be wisely and earnestly pursued.

Resolved, That in the last act by which the interest and confidence of Mr. Arnold toward our Society were manifested, we recognize the benevolent activity in its behalf, which, exercised by him and his family, honored and beloved, of which he was the last member, has provided a Home for the homeless and suffering sailor; a fund consecrated and set apart for his relief and comfort; and the future operations of our Society and its efficient Ladies' Branch placed on a firm and reliable foundation.

Resolved, That we will individually and officially hold in affectionate remembrance the man whose wisdom and energy have aided our councils, and whose munificence has given efficiency and permanency to our operations; and that, as members of the New Bedford Port Society, we hereby pledge ourselves to continued and increased exertions in behalf of that interesting and neglected class of our fellow men, who, through us, have been made the objects of the bounty of our departed fellow citizen.

Resolved, That copies of the proceedings be communicated to the Hon. William J. Rotch, and George B. Emerson, Esq., and Mrs. Zachariah Allen.

A sermon, occasioned by the death of Mr. Arnold, preached by the Rev. William J. Potter, pastor of the First Congregational Society, has been published.

HON. JOHN MASON WILLIAMS.

We have been allowed to publish from the New Bedford Mercury of December 29th, 1869, the following able and just tribute to the character and talents of the late Chief Justice Williams.

DEATH OF JOHN MASON WILLIAMS.

The venerable Hon. JOHN MASON WILLIAMS died at the residence of his son-in-law, Dr. William A. Gordon, in this city, at 4 o'clock yesterday morning, after about half an hour's illness. On Saturday last he was out, visiting the reading room and taking his wonted walk, and on Sunday was as well as usual. Shortly before his death, he was seized with *angina pectoris*, and while his physician was preparing some remedy, quietly passed away.

Judge Williams was born in Taunton, June 24, 1780. He graduated at Brown University, in the class of 1801; studied law in the office of Hon. Seth Padelford of Taunton; and commenced the practice of his profession in this City, in 1804. Here he remained until 1816, when he removed to Taunton, then the only shire town in the County, where he took and held a leading position at the bar. In 1819 he was appointed an Associate Justice of the Circuit Court of Common Pleas, for the Southern Circuit, and upon the death of Chief Justice Ward, of the Court of Common Pleas in 1839, was appointed his successor. This position he held until 1844, when, with all his associates, except Hon. Pliny Merrick, he resigned. These resignations were owing to two facts, the reduction of the salaries of the judges by the democratic legislature of 1843, and the refusal or neglect of the succeeding whig legislature to reverse that action. Judge Merrick, being a democrat, felt bound to sustain the action of his party by retaining his position; but the best men of both parties, justified the course of the retiring judges, while the regret at the loss of the excellent Chief Justice was universal. In 1842, he received the degree of L. L. D. from his Alma Mater; and three years later, the same honorable distinction was conferred upon him by Harvard University.

On leaving the bench, he took up his residence in Boston, for some years filling the office of Commissioner of Insolvency, and finding ample and lucra-

tive employment as a chamber counsel. In 1856 he gave up all business, and removed to this city, where he resided till his death.

Judge Williams was a ripe lawyer—a *true* lawyer. He devoted to his profession his best powers. He knew that the law was a "jealous mistress," and he gave to her no divided attention; and though for many years withdrawn from practice, he never lost his interest in the profession. As a Judge and especially as Chief Justice, he was held by the ablest men at the bar in the highest respect and esteem. His was a judicial mind—deep, clear and apprehensive. Always dignified, he was, too, ever courteous. No man ever wore the judicial ermine more gracefully; none ever kept it more spotless. He won respect by the clearness and soundness of his judicial opinions, and the affectionate regard of practitioners by his unfailing urbanity. We but echo the opinion here of one of the ablest lawyers of our State, whose estimate of the deceased was an unbiassed one.

To the last, his mind was remarkably clear and vigorous. In 1855, then seventy-five years of age, he furnished a legal opinion, which was published, upon the constitutionality of the Massachusetts Prohibitive law; and in 1863, when past eighty, published an exceedingly able and interesting pamphlet, entitled "Nullification and Compromise; a Retrospective Review." We remember his fervid patriotism during the war of the rebellion; his eager interest in the movements of our armies; his confidence of our final success; and his rejoicing at the fullness of the victory, which not only assured our nationality but purified it of the curse and crime of slavery. Only three years ago, he visited Richmond, Va., and the battle fields in its neighborhood, exhibiting the relish for travel, of a young man making his first journey. He was a charming old man, for he kept the heart of his youth. Of but slight physical frame, he retained his vigor of body, by the simplicity and regularity of his habits. Many could say of him, until within a year,

> "Oft have we seen him at the peep of dawn,
> Brushing with hasty steps the dews away."

We shall see him no more. But it was a happiness to know him; it is a pleasure to remember him.

ACTION OF THE BRISTOL BAR UPON THE DEATH OF THE LATE CHIEF JUSTICE WILLIAMS.

(From the New Bedford Mercury of Jan. 1st, 1869.)

At the adjourned meeting of the Bristol Bar, yesterday morning, the committee previously appointed for the purpose, reported a series of resolutions in relation to the death

of Hon. John Mason Williams, which were adopted, and the same committee was directed to present them to the Court.

Soon after the opening of the Court, Thomas M. Stetson, Esq., of the committee, addressed the Court as follows:

May it please Your Honor:

At a meeting of the Bar of this County, a committee was appointed to present certain resolutions to this Court.

This is the morning appointed for the funeral of John Mason Williams. At such a time, while the Nestor of our brotherhood is passing away, we have no heart for the customary business of the Court. We would wish to attend the service of his obsequies; to testify our love for him; and to contemplate the example which his public fame and private character have set before us.

I have called him our Nestor. Sixty-seven years ago, before any present member of this Bar was in existence, his name was entered on its roll in this city. Since then what rich experience, what cultivated wisdom, what learning, profound and polished, what manifold duties well and faithfully done, have given this great magistrate the perfected character and spotless soul which make his memory so fair!

His death takes away one of the ties that connect our present professional organization with the early times of the Commonwealth. In this county, as your Honor is aware, old as was Judge Williams—the name and title of Chief Justice Williams is older than he. As long ago as 1730, the town of Taunton furnished a Chief Justice Williams to the Court of Common Pleas, who presided there 36 years. Again about 1776, the same town furnished another Chief Justice Williams to the Court of Common Pleas—and again in 1839 the town of Taunton furnished to that Court the Chief Justice Williams whom we have known. By far our senior, his contemporaries were Parker, Wilde, Ward, Comins, Holmes. I have heard him tell anecdotes of Chief Justice Parsons personally observed by him.

In his youth lived the giants of the law. Edmund Trowbridge, William Cushing, Samuel Dexter were living. Brigadier Ruggles of Sandwich, and Daniel Leonard of Taunton, the royalists, were living, though "ex-republica." Born in the very month in which the Constitution of the Commonwealth was declared by Resolution in Convention, Judge Williams lived with Massachusetts 88 years. His life and training were of such manner as is peculiar to New England, and perhaps his character may be deemed a fair representative of the old Puritan Commonwealth, its scholarship, its quality of intellect, its purity.

It is not seemly for those of us so much his juniors in years and in experience to attempt to canvass his great qualities of mind, or to try to state those powers which made him the jurist that he was. But something it is fitting to

say. No advocate and no litigant before Chief Justice Williams ever feared that he had anything to struggle against, except the deficiency of his cause. The most perfect patience, the sweetest courtesy marked all his intercourse with the Bar. Though so long on the bench, he never forgot their difficulties in their effort to present facts through the imperfect means of legal evidence. He never forgot the priceless advantage to the courts in having a trained profession to prepare causes for judicial action—to appreciate and rightly represent the decrees of the Bench.

Of one element in his character we may freely speak. His mind was so singularly free from bias, peculiarity of judgment or opinion, that he seemed made for the practical work of the Bench. To this quality he added a truth and honesty of purpose that I believe have never been surpassed. Yes, even among names like those of Hardwicke and Stowell, of Marshall and Jay, and I may properly add names of jurists of our own State and County, of Morton and Merrick,— no one earned more thoroughly than John Mason Williams, or was awarded more unanimously, the title of an upright judge.

I have known Judge Williams well since his judicial service ended, and while he has lived the private life of an eminent citizen among us. To the last his mind was clear and unclouded. His death was what he had always desired. No twilight between this world and the next dimmed his faculties, or took away that self-protection and self-care which the old Chief Justice always proudly reserved to himself. His path to Heaven was through no obscure portal.

It is now hardly more than a week since I last saw him. He came into my office, conversed upon various subjects, and nothing indicated how near the end was. He spoke of his extended life more than ever before. Indeed, till then, I do not remember of his ever alluding to the topic. It may be that its premonition was very clear to him. I think it was. That last visit, that last coming of his dignified and genial presence will always seem to me like a benediction.

I will now read the resolutions of the Bar:

Resolved, That the death of John Mason Williams, after a life so honored, admonishes the members of the Bar, where his earliest practice began and his earliest friendships were formed, to stay their usual vocation in the place which has been graced by his judicial presence, and, with due observance, to attest their regard for him, and their reverence for his eminent character and pure fame.

Resolved, That in the long professional and judicial career of Chief Justice Williams, we recognize a life-plan and course most worthy of emulation. Possessed of great power of application, he, early in life, gained large acquirement in varied professional learning, and that distinction among his

brethren which made his promotion to the Bench a certain and obvious duty on the part of the Executive; and it was upon the Bench that his true position was reached, and his permanent fame acquired. His more marked intellectual attributes were clear, practical sense, adequate learning, a complete patience, a freedom from every undue bias, whether from acquired habits of thought, or organic tendency of character. Nothing existed to divert his mind from the pursuit of truth. His judicial service of twenty-five years convinced all that he exercised an ability and legal skill easily equal to the duties of his position, and that no more conscientious, true and pure magistrate ever wore judicial honors.

Resolved, That we also express our appreciation of the private worth of Judge Williams. In his age he returned to us, not at once to die, but to live many years of a usefulness unimpaired — for it is by the presence of exalted virtue among men, and by contemplation of the lives of the great and good, that the world is made better. We believe he never had an enemy — we know that his manly integrity, his kindness of heart, his genial enjoyment of social friendship, and his affectionate nature, made him many friends, to whom his late years were as a beautiful evening rather than a life in decay.

Resolved, That the committee be desired to present these resolutions to the Superior Court now in session, with a request that they be entered upon its record, and that the Secretary transmit a copy thereof to the family of the deceased.

Hon. George Marston, in seconding the resolutions, spoke as follows:

May it please your Honor:

In rising to second the resolutions, I am conscious that I can add little to the beautiful and appreciative tribute to the character of Judge Williams, which has been spoken by my brother who preceded me. I am surprised to find that my recollection of this great and good jurist runs back to an earlier period than that of more than two or three of the gentlemen of the Bar, who are gathered here this morning to attest their respect for his memory. I well remember among the reminiscences of boyhood, his presence on the Bench, before he was Chief Justice, and that I was then impressed with the dignity and beauty of his manner and methods of business. A little later, it happened that my attention was called to his appointment to the head of his Court, from the fact that, in consequence of a letter from a distinguished member of the Bar in this city, the Hon. Thomas D. Eliot, addressed to my relative, Nymphas Marston, then a distinguished member of the Bar of Barnstable County, I was employed, as amanuensis, to write a

letter from my kinsman to another leading lawyer of my County, John Reed, invoking the aid of a letter from him to Governor Everett, urging the propriety of the appointment of Judge Williams as Chief Justice of the Court of Common Pleas, and which I then carried to Mr. Reed. I well remember one expression in the letter of Mr. Eliot. "If we can have," he said, "Judge Williams appointed Chief Justice, and Warren put upon the Bench, we shall have a grand Court." And a grand Court it was, sir, so far as the dignity, ability and integrity of this distinguished chief could make it such. Nothing was wanting in him to make the Court all that such a tribunal should be.

When, a few years later, Chief Justice Williams felt obliged to resign his place, it again happened that I was present at a meeting of the Bar of the County of Suffolk in reference to that event. The assembly was large and earnest, comprising some of the ablest men of the Bar, of the elder and younger. I am sure that the meeting, which will be held there to-day in reference to his death, will not exceed in numbers, ability, and sincere earnestness, that which assembled on the simple occasion of his retirement from the Bench in the vigor of his life. Such was the esteem and honor in which he was then held by the profession; and the result of that meeting was the procurement of the excellent portrait of him which now graces the walls of the Social Library of the Bar of Suffolk; and this is a distinction which has been accorded to few, very few, of our jurists.

Later in the life of Judge Williams I saw little of him; but meeting him now and then, I can well understand how he impressed those who saw him more frequently, and observed him better, as did my brother who has spoken. Yet when I did see the venerable man, it was only to feel renewed respect for his character, and admiration for the radiant beauty of his perfected manhood.

There is nothing in the life of our departed brother which we can contemplate now with greater satisfaction than its last stages, after he had retired from professional labor, and when he went in and out among us in the quiet excellence of a serene old age. Here he presented a perpetual blessing to those who knew him, and by whom he was beloved and honored. So his life ran on in its peaceful course to fulness of years, and here he lingered long in full command of his faculties and affections, cheerful and hopeful, having glimpses of the light which shines from beyond the river; beholding the pearly gates ajar; catching the murmurs of the clear bells beyond the walls of time; and so waiting, he has quietly passed on, and has entered in through the gates into the city.

"So fades a summer cloud away;
So sinks the gale when storms are o'er;
So gently shuts the eye of day;
So dies a wave along the shore."

They are here, and they are gone! Those whom we love and revere are here, — and they are gone! Their example remains. The instruction afforded by their lives is not lost. We do well to pause to-day and contemplate the life of our venerable friend, and to impress on our minds and hearts the teachings and inspiration which come from so excellent and beautiful an example.

Daniel Ricketson, Esq., one of the oldest members of the Bar, spoke in fitting words of the excellence of the deceased. He heartily endorsed the resolutions offered, and acknowledged the justice of the eloquent and beautiful tributes that had been paid to Judge Williams' memory. Mr. Ricketson spoke of the venerable man's long life, commencing only a year after the surrender of Cornwallis, and extending from the administration of Washington to the election of the Great Soldier, Grant, for whom the deceased cast a vote; of the eminent men, with whom he had been associated, and of whom he was the equal; of his qualities as a judge, and of his excellences as a man; and closed with the recitation of some beautifully appropriate poetical selections.

William W. Crapo, Esq., remarked that he was much too young in the profession to be able to speak from personal knowledge of the judicial career of Judge Williams; yet the traditions had been so unvarying, that his name had become to the younger members of the Bar, a synonyme of judicial uprightness, urbanity and wisdom. We knew him as one possessed of a clear, vigorous intellect, a well-balanced mind, and great impartiality; in the performance of his duties, painstaking, earnest and faithful; a conscientious and incorruptible magistrate and man. "For years," said Mr. C., "he was pointed out to the young men of the profession as a model for imitation."

His long life, his many years of usefulness, were crowned by ripe old age, full of serenity and cheerfulness, full of interest in passing events, with quick sympathies for those around him, and with that repose and confidence in the

future which a life well spent can alone secure. He died with his work done; and it was well done. The memory of such a man is sweet; and the influence of his life, long after his mortal remains are entombed in the earth, will continue to guide us and bless us.

James M. Bunker, Esq., spoke as follows:

The expressive and exhaustive resolutions presented by the Bar, and the eloquent remarks by which their presentation was preceded and followed, leave nothing to be added; bnt as I look around and see but one, whose memory of the late Judge Williams runs as far back as my own, I desire to speak briefly of the distinguished subject of the resolutions. My professional knowledge of him runs more than thirty years back; and for more than forty years I have been acquainted with his extraordinary excellence. He had then achieved a reputation as an advocate, and as a Judge. He was not austere, nor morose, but affable and, as I saw him many years ago in his family, social and easy. Men of many thoughts are usually men of few words. Such was Judge Williams. In one respect not before spoken of, Judge Williams resembled the late Judge Mellen, of Maine, who kept alive to advanced age the freshness of youth, by associating with younger men. So did Judge Williams. He was not content to subside into inaction and obscurity when he left the bench, but maintained familiarity with passing events. He was a daily visitor at the reading room. He is not truly dead; but still lives, having passed on to a new form of life eternally progressive.

His Honor Judge Morton said he had listened to the resolutions of the Bar, and to the graceful tributes paid to the memory of the deceased, with more than interest — with emotion. He felt incompetent to add anything to these, and should content himself with saying, that among those who had occupied seats on the bench, there had been none of firmer mind, of more entire integrity, or of more incorruptible purity than Judge Williams. It afforded him, he said, a melancholy pleasure to direct that the resolutions, with which he fully accorded, be entered upon the records, and to order that the Court be now adjourned.

The Court and members of the Bar attended the funeral services, which were conducted by Rev. William J. Potter.

Judge Williams, says the Boston Daily Advertiser, was an admirable representative of the old school of public men—able, courteous, incorruptible, patriotic; incapable of intrigue; interested in men and affairs; and accepting to the last his full share of the duties and burdens of the community where his lot was cast. He watched the exciting events of the present decade with intelligent and eager interest, and at the age of eighty-five years visited Richmond and the battle fields in its neighborhood, it is said, with the freshness and enthusiasm of a young man making his first journey.

HON. JOSHUA C. STONE.

We publish with the consent of the senior editor of the New Bedford Mercury, Col. Charles B. H. Fessenden, the following obituary notice of the Hon. Joshua C. Stone, written by him, and which appeared in that paper January, 4th, 1869.

OBITUARY.

Hon. Joshua C. Stone, died at his residence in this city, on Saturday afternoon, January, 2d. 1869, aged about 43 years.

The deceased, a son of the late Henry B. Stone, Esq., long President of the Suffolk Bank, Boston, was born in Boston and graduated at Harvard College in the class of 1844. In 1846 he entered the law office of the late Col. Page, in this city, pursuing his professional studies with him and at the Law School at Cambridge, and was admitted to the Bar in this County in 1849. He was at once associated in practice with Col. Page, with whom he remained till 1853, when he formed a partnership with Judge Brigham, which continued until the latter was appointed to the Bench. Mr. Stone then removed to Boston; but in 1862 his strong attachments here induced his return, and he became a partner with W. W. Crapo, Esq., a connection which continued until his death. For several years the deceased held the office of Commissioner of Insolvency; and when the office of Judge of Insolvency was created, was appointed to that position for this County, holding it till the office was merged in that of Judge of Probate. In the years 1866 and 1867 he was a representative from the XIth Bristol District in the Legislature.

This is a simple record; but the death of the subject of it is a grave and serious loss to our city; not only a loss to the profession which he adorned, and to the friends who warmly admired and loved him, but to the entire community, upon which such a man, high minded, honorable, truthful and courageous, exercises an unconscious, but most beneficent and elevating influence.

In his profession he had already achieved an enviable reputation, as a sound lawyer, a persuasive, convincing advocate, and a thoroughly honorable

practitioner. No man, it seems to us, could have a juster sense of the gravity and dignity of the profession, a more full appreciation of the oath he had taken as a minister of the law, or a more conscientious and resolute determination to regard its solemn sanction. He was ever fair, open and manly in his practice; slow to take advantage of an adversary's mistake or neglect; and indignant at the least showing of trickery or even disingenuousness. We know the esteem in which he was held by the Judges of the highest Court of the State—the respect they entertained for his ability, the confidence they had in his professional integrity and honor, and the pleasure they took in listening to his neat and finished legal arguments. His death, is the extinguishment of one of the lights of the profession in this county—a light that was daily growing in effulgence. For he worked to the last. In his sick chamber were his law-books; and, when stricken down, he was at work upon an important law-argument.

Death has robbed us of more than the promising, growing, ripening lawyer. As a legislator, Judge Stone won marked distinction. His graceful oratory, his choice language, his musical periods, gave him power in the House—power to command and compel attention. But these alone did not give him the influence which he exerted, and the popularity which he enjoyed. His great power was in his integrity, his honesty and sincerity. The House trusted in him, as legislators once trusted in Fisher Ames and Roger Sherman; members put faith in his words, because they had faith in the man. In all parts of the State, men were looking to Mr. Stone, as one competent to the duties and worthy the honor of its highest station; and in his death, a career of extended public distinction and usefulness, has been lost.

[From the New Bedford Mercury of January 5th, 1869.]

WRITTEN IN REMEMBRANCE

OF

JOSHUA C. STONE.

BY JAMES B. CONGDON.

Departed spirit! in the thought of thee,
No date, or time, or circumstance I see;
No barren list statistical I make,—
No inventory of thy being take.
The sun quick darkened, in our sudden woe,

Not to the tomes of science do we go,
But in the chilling cold, the gloom forlorn,
Think but of brightness, warmth and beauty gone.
Thus through the cold and gloom, that round me close,
The full-orbed brightness of thy manhood glows.

How pure, how lovely, placid and serene
The image, by that cherished brightness seen!
How full, how fragrant, luminous and clear
Its features, strong in harmony severe!
Now through the treasured past alone we hear
Its counsels sage, its rich and kindly cheer,—
Thoughts which the statesman may with pride repeat,
Its lighter utterance musical and sweet.

But why this sorrow? why around his tomb
Gather the feelings of the cold and gloom?
Not for the brief experience of a day
Did that rich manhood brighten on its way;
That full-orbed light in other spheres shall shine,
With fuller radiance, beauty more divine.

1869.—CITY DOCUMENT No. 8.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

SUPERINTENDENT'S ANNUAL REPORT,

FOR THE YEAR 1868.

NEW BEDFORD:
FESSENDEN & BAKER, CITY PRINTERS.
1869.

In Common Council,
January 4th, 1869.

Read and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH. Clerk.

In Board of Aldermen,
January 4th, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT.

The School Committee, in presenting their Annual Report for the municipal year just closing, desire to express their gratitude to our Father in Heaven for the great mercy vouchsafed to us in our almost entire exemption from protracted sickness, and for the very small number of deaths which have occurred among the scholars in the public schools during the year.

In the course of the year the Intermedial grade of schools which had previously been discontinued in the north part of the city, has been entirely abolished and the scholars merged in the Primary and Grammar schools; in consequence of which the latter grade has been so full, that it has been found necessary to organize several branches, under the direction and control of the Principals of that grade, which are still continued.

No material change of teachers has taken place; a few resignations, and an occasional leave of absence, have been supplied mostly from those who had been previously employed by the city.

CONDITION OF THE SCHOOLS.

The Grammar and Primary schools are believed to be in a flourishing condition, and while no one of them may be any better than some have been in former days, *none* are by any means so poor as *some* used to be, so that we can confidently assert that the average condition is far better than ever before; and when the imperfections consequent on the radi-

cal changes in grades and classes shall have been overcome by time, we confidently expect, from the thorough system in classification and study that has been introduced, great advances over the past.

The teachers have been generally prompt and attentive to their duties; the average attendance of the scholars has been as good as in former years, although truancy to a considerable extent prevails. While the Committee are deeply impressed with the necessity of using all the means within their power for the prevention of this vice, they are fully satisfied that more stringent measures than have been heretofore pursued, must be resorted to for its correction. By the desire of the Committee, the Superintendent in his Report has given his views in detail on this important subject.

We should be glad to place the High School on the same excellent and elevated basis for its grade as the Grammar and Primary schools sustain for their grades; but in the opinion of a large portion of the Board this school has not maintained that high rank which a High School in a city of the size of ours should maintain. When the new curriculum of studies, which is now under consideration, shall be introduced, and the teachers and scholars become familiarized with the changes consequent upon the new arrangement of the house, we shall hope and confidently expect that the deficiencies referred to will no longer be apparent.

IMPROVEMENT OF THE HIGH SCHOOL HOUSE.

The most important alteration that had taken place the past year, in our schoolhouses, has been that of the building known as the "High School house." This has been effected through the City Government, and the work been supervised by the Committee (of that body) on Public Property. The character of the building has been so entirely changed that it may very properly be considered a new building; it has been

remodeled, enlarged, and changed to what is familiarly known as the department plan. Instead of the two large rooms, as heretofore, with class rooms, there are now four rooms on each of two floors, of equal size, with a large hall and two rooms in the third or additional story. A Grammar School will, as before, occupy the lower story and the High School the second and third. This arrangement will accommodate the High School better than before, but the requirements of the Grammar School demand the whole building and it must ere long be appropriated to it. The changes have been made with a view to such a use of the building, leaving the question of a new house for the purposes of the High School still an open one, and which must soon be met.

The method of heating this building has been changed from the wasteful and expensive system of furnaces and stoves, which formerly prevailed, to that of steam, which it is believed will prove not only more economical in the expenditure of fuel, but less annoying from the noise and dust, and more agreeable by equalizing the temperature of the several rooms, and last and not least, will reduce the liability to accident from fire. Should this plan prove successful, as we have no reason to doubt it will, we hope the principle will be applied to other of our large houses. The only other change of any importance has been the finishing of a room in the attic of the Parker Street Schoolhouse to provide for the immediate necessities of that portion of the city. Further additions to our schoolhouses to meet the demands upon us for the accommodation of the children seeking admission to our public schools, must soon be made, and we would respectfully call the attention of the City Government to the subject.

EXPENDITURES.

The change in the High School House and the new room in the Parker Street Schoolhouse, together with the other necessary renewals, have involved a large outlay for furniture

and fixtures. So far as relates to furnishing the "new house," the Committee did not include it in their estimates, and of course it has to be met by a special appropriation. The expenditure since the first of March last, (the commencement of the financial year of the city,) and to which we have conformed, thus simplifying the method of keeping our accounts,) has been

For teachers and salaries,	$30,329.00
Making fires and sweeping,	1,084.93
Miscellaneous,	1,687.94
Alterations and repairs,	2,813.24
Cleaning, whitewashing, etc.,	518.21
Furniture and fixtures,	1,232.80
Heating apparatus,	949.40
Fuel,	2,614.01
Books, stationery, etc.,	2,440.93
Special appropriation for object teaching,	492.00
	$44,162.46
Expenses in connection with the alterations of High School,	$2,537.70

THE SUPERINTENDENCY AND THE SUPERINTENDENT.

Of the system of Superintendency of the Public Schools as pursued in this city, we speak with much confidence, believing fully in its efficiency and usefulness; the wonder with us is, not that our large cities and towns should create such an office, but that they should ever have done without it. For a moment to suppose that a public interest of such importance in any community as that of the Common Schools, having such a variety of details involved in its administration, and at the same time only to be made efficient by unity of operation and perfect method and sagacious diligence of oversight, should be capable of being as well cared for by imposing the duties on a number of persons having other and pressing occupations, and seldom with the right kind of training for the performance of those duties, as they can be by one competent executive officer, who will give his

whole thought and time to the work, is to set at naught all the lessons of experience and the course of action that is considered indispensable in connection with all other affairs. Without an officer whose duties extend over all the schools alike, some will be attended to while others will be much, if not altogether neglected. Again, there are many very important, and even some delicate duties, that concern the discipline of the schools, the treatment and disposal of offenders in cases that exceed the scope of the teachers' authority, and the relations between parents and teachers, when dissatisfaction in some way or other occurs, that are likely to be superficially and many times inadequately attended to, unless some *one* person, convenient of access, is clothed with the authority necessary to attend to and determine them.

Properly to appreciate the importance of the station he fills, one need but follow with his observation the labors of our Superintendent, not only in the schools, but in his office, where the many and varied demands upon him require the entire time which he can devote to that branch of his duties.

In all the new States of the Union, when school systems are formed, it is a striking and conclusive fact, that not one of them adopts the old one of administration by Committees, but has made the office of Superintendent an organic part of that system, under the control of the Committees, and nowhere in New England, where the office of Superintendent has been once created, has it been known to be abolished.

In relation to the manner in which our Superintendent has discharged his duties during the past year, we can freely say that he has devoted his entire time and best energies to the interests of the Schools, and has labored assiduously in and out of them to raise them to the highest point of excellence, both in matters of discipline and instruction. He has taught the teachers through lectures and personal advice so as entirely to change the character of some of the schools from poor to good ones, raising thereby the general average of all,

and chiefly through his instrumentality, under the advice and direction of the Committee, uniform and right methods of instruction have been instituted, — the schools have been graded and classified, — and last and not least, the teachers have been inspired with zeal and enthusiasm in their work.

The foregoing remarks are induced in consequence of the expression, by a few of our citizens, (who must be ignorant of the facts in the case), that the office of Superintendent of Public Schools is a mere sinecure, the duties of which can be as well performed by the School Committee; such an idea does not require refutation by us.

By a change introduced into the organization of the Committee at the commencement of this year, the Superintendent was made the Secretary of the Board and has discharged the duties of that office to our acceptance. By virtue of his position, both as Superintendent and Secretary, he is the organ of communication between the Committee and the Schools, and of course possesses intimate relations with both; when called upon in our meetings for suggestions, or for information relating to the Schools, he has always been prompt to respond to the call; and in all our intercourse with him, nothing has occurred to interfere with the harmony and good feeling which should always characterize the doings of those, who, although acting in different spheres, have one common object in view.

GYMNASTICS.

The gymnastic exercises which were reported last year as having been somewhat neglected, have received increased attention in all the Schools below the High School; we can but express the hope that the subject will receive the attention its importance demands, in all our Schools during the coming year.

TEXT BOOKS.

No change of text-books has been made during the year, nor can there be but very rarely, under the law as it now stands on the statute book; in order for a change, it requires a vote of three-fourths of the Committee, which in our case requires the affirmative votes of fourteen members; whenever the subject of a change of books is introduced, so many influences are brought to bear, by the publishers of school books, upon the different members constituting this Board, that it would be almost impossible to effect such a change by even a majority vote. The most extraordinary part of the whole matter is, that the law in its operation applies only to one other city besides our own, and except these two cities in no other place in the State, is any Committee hampered by its provisions.

Two Adult Evening Schools have been opened at the same places as last year and are in successful operation.

In conclusion, we commend the Schools with their varied interests to the superintending care of the Great Shepherd, and would beseech Him to continue to extend over them and us the crook of His love and finally gather us all into the fold of rest and peace.

GEO. HOWLAND, JUN., Chairman.

12th mo., 30th, 1868.

On motion of Mr. Frost,

Voted, That the thanks of the Board are tendered to Hon. Heorge Howland, Jr., for the uniform impartiality and courtesy manifested by him in the discharge of his official duty.

On motion of Mr. Batchelor,

Voted, That the thanks of the Board are presented to the Secretary of the Board for his faithful discharge of duty during the year.

SCHOOL COMMITTEE---1869.

WARD 1—J. W. Frost, Jones Robinson, Warren Ladd.
WARD 2—B. S. Batchelor, I. S. Cornish, Ebenezer Hervey.
WARD 3—* H. A. Kempton, J. H. Parker.
WARD 4—H. B. Clark, L. T. Willcox, Geo. H. Dunbar.
WARD 5—C. T. Bonney, W. H. Cobb, H. S. Kirby.
WARD 6—B. Otheman, Jr., A. S. Cushman, J. W. Turner.

ORGANIZATION OF THE COMMITTEE.

A. S. CUSHMAN, Chairman. H. F. HARRINGTON, Secretary.

STANDING COMMITTEES.

ON HIGH SCHOOL—Cushman, Bonney, Clark, Cornish, Willcox, Cobb, Ladd.
ON GRAMMAR SCHOOLS—Batchelor, Kempton, Dunbar, Hervey, Otheman, Robinson, Turner, Parker, Kirby.
ON PRIMARY SCHOOLS—Frost, Kirby, Otheman, Cobb, Hervey, Parker,
ON COUNTRY SCHOOLS—Kempton, Frost, Kirby, Robinson, Batchelor, Clarke, Cornish.
ON FARM SCHOOL—Cushman, Ladd, Dunbar.
ON EVENING SCHOOLS—Cornish, Otheman, Ladd, Cobb, Turner.
ON UNGRADED SCHOOL—Batchelor, Kempton, Hervey.
ON EXAMINATION OF TEACHERS—Cushman, Bonney, Batchelor, Clarke, Cornish, Willcox, Hervey, Robinson.
ON TEXT BOOKS—Cushman, Cornish, Dunbar, Bonney, Clarke, Willcox.
ON ACCOUNTS—Cushman, Kempton, Kirby.
ON EXPENDITURES—Cushman, Frost, Kirby, Hervey, Parker, Ladd, Kempton, Dunbar.
ON MUSIC AND DRAWING—Batchelor, Clarke, Cobb,

SUPERINTENDENT OF PUBLIC SCHOOLS,

HENRY F. HARRINGTON,

Office, City Library Building. Office hours, 8½ to 9 A. M., 12½ to 1 P. M. Saturdays, 9 to 9½ A. M.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS

FOR THE YEAR 1868.

REPORT.

Gentlemen of the School Committee:

I am happy to submit to your attention my Fourth Annual Report.

REGRADING AND CLASSIFYING THE SCHOOLS.

The year now closing has been, with the most of our schools, one of unusual and peculiar irregularity. Early in the Spring the Board decided to carry into full effect the plan for the abolishment of the Intermedial Grade, that was matured before my connection with the schools, and had been already partially brought into operation in the north part of the city, and it was determined to take advantage of the opportune circumstances afforded by this reorganization of the grades, to accomplish also the thorough classification of the schools.

These joint measures necessitated radical changes in almost all the schools of the city proper, and the duty of putting them into execution was as delicate as it was responsible. Scholars were to be transferred from one school to another and re-combined to form the new classes, some schools in popular localities were to be discontinued, and teachers were to be dislodged from their long accustomed and favorite positions and assigned to others. But the Select Committee, to whom the work was entrusted, carefully elaborated the methods to accomplish it in advance, and they were put in operation with as much consideration for the feelings of those who were to be affected by them as the circumstances would allow; so that no mistake or serious difficulty occurred.

TEMPORARY DISADVANTAGES.

Yet, at the same time, changes so radical could not be made without exciting much inquiry and creating no little uneasiness. Doubtless they have appeared to many to be prompted merely by fanciful and useless whims on the part of the school authorities, and sure to interfere with the progress and peril the prospects of the schools. For the distasteful effects of such renovations are, for the most part, immediate in their operation; while the sterling advantages, for the sake of which they are undertaken, are only to be developed by the lapse of time.

The schools have certainly been temporarily impeded in their progress by the institution of the new order of things. Nothing less could have been expected. The numerous transfers and recombinations of the scholars brought them, in most instances, under the control of teachers other than those to whom they had been accustomed, while the differences of attainment that prevailed between the different schools of the old system, even among the scholars who had been ranked in classes of the same nominal standing, necessitated the construction of many of the new classes out of quite diverse materials; and these facts could not fail to interpose obstacles to satisfactory progress. The teachers and scholars had first to become acquainted with each other, old habits and associations to be supplanted by new ones, and more than all, diversities of attainment to be removed, before the onward movement could be adapted to the requisitions of the Manual, and our work possess all the characteristics of that of the best taught schools.

It would be no wonder, therefore, had we been forced to make apologies for nearly or quite all the classes of our Grammar and Primary Schools. It will be some time, indeed, before the teachers of a part of them will be liberated from the exceptional character and standard of the teaching

they have been forced upon, and at liberty to carry out their appointed programmes of study. But so interested and earnest have the great majority of the teachers been in their work, so genially and faithfully have they applied themselves to remove all difficulties, intelligently accommodating themselves to their new circumstances, that the drawbacks adverted to have been rendered comparatively unimportant.

CONDITION OF THE SCHOOLS.

While, therefore, our schools, to speak in general terms, do not exhibit in all directions the well-proportioned instruction and sharply defined results that alone can satisfy us, I assert, with pride in the present and confident expectation of still more favorable results in the future, that they are equal, at least, to the same number of corresponding rank to be found in any other locality; and are pursuing their work with an intelligence and energy of method and purpose that cannot fail of answering very high anticipations. The best test of the character of school oversight and inspection is the character of the schools themselves. And I earnestly invite our fellow-citizens to visit our schools, that they may judge for themselves what is in progress in them, and the value of the methods that are in vogue. First, as they go from school to school and room to room of the Primary Grade, let them notice the healthful discipline that everywhere prevails; not a discipline enforced by scolding and the ferule, but the direct consequent of interesting work and occupied minds. We can inform them that corporal punishment is rarely resorted to; and they will soon be made aware, by observation, of the secret of this happy state of things. They will see that down even among the little primarians of the Thirteenth class, there is something going on all the time, to fasten their attention and keep them out of disturbance and mischief;

that those who are not reciting, if too young to learn lessons, have slates before them on their convenient desks, with letters to write or simple figures to draw, furnished by the busy minded teachers. Then they will take notice that the recitations are so brief and alternate in such variety as not to admit of monotony and ennui; and, moreover, are interspersed with general exercises, such as vocal and physical gymnastics, singing, recitations of poetry and maxims and the like, that add inspiriting life to the whole routine. They will not fail, beside all else, to note the character of the instruction; how free from the prosy and hateful rote-work of former days; how directly appealing to the powers even of the smallest children; how carefully illustrated by facts and objects, so that nothing shall be forced on the memory that has not already been understood and appropriated by the mind.

And when they pass from the Primary to the Grammar Schools they will observe that the same general principles are made the basis of the instruction in that grade, modified only by the claims of maturer minds. They will have reached the point in their tour of observation, where the scholars have become old enough to be put upon earnest, systematic lesson learning in the various branches that make up their programme of study. But it will be noticed that the insane but very common practice of putting children down to tasks upon that which, without explanation, they can not understand, is wholly discarded. Every lesson is made clear to the intelligence before it is imposed on the memory; and it is made an essential part of every recitation to induce the scholars to think for themselves, and to acquire facility in giving expression to their thoughts. The pencil and the pen are put in requisition almost as constantly as the tongue.

Further, the studies will be found to be so proportioned one to another, that the attention bestowed on each accords with its comparative value in a well rounded education.

Of course I am speaking in general terms. All our teachers are not equally successful in their work. Yet few or none of them can be said to fail; while the majority, as has already been stated, are in the high road to a success that will ere long place the schools in the very front rank of the best in the Commonwealth; a rank which some of them have all along deservedly maintained.

HIGH SCHOOL AND MIDDLE STREET GRAMMAR SCHOOL.

The interruptions that have occurred from causes already adverted to, have not been the only ones to break up the progress of the year. In the course of the Spring, action was taken by the City Government to immediately enlarge and alter the High School House; and the two important schools that occupied it were compelled to seek other accommodations before the close of the Summer term, and were not restored until the beginning of the present Winter term.

It was difficult to find other premises for them. Finally, the High School was placed in the City Hall, while a part of the Grammar School was disposed of in Sears' Hall, and the rest in the rooms in the north part of the city in use by the North Evening School.

The utter lack of necessary conveniences, both within and without these buildings, for school purposes, greatly interfered with the work of the schools; and it is a question whether the month or more spent in them was not, in a good measure, lost.

During the long vacation, possession was obtained of Temperance Hall for the use of the High School, and of the vestry of the Pacific Church for the Grammar School; and in these premises these schools were severally stationed until they took possession of the new house. They were better accommodated than they had been in the Summer; yet their surroundings were still so adverse to improvement, that the

most faithful attention on the part of the teachers was ceaselessly demanded to redeem the time from absolute waste.

We are grateful that this season of difficulty and uncertainty is over. We rejoice in the restoration of the two schools in question to their enlarged and convenient abiding place. We thank the City Government in behalf of both teachers and scholars for the superior advantages they now enjoy. Already the happy influences of their improved condition are telling on both their character and their progress. The teachers are full of ardor to improve their advantages to the utmost; the scholars are modified in the tone of their feelings, more pliant to direction and interested in their work; and we have reason to believe that an *esprit du corps* will be generated, and a standard of conduct and scholarship set and reached, that were not possible under the former condition of things.

ADVANTAGES OF CLASSIFICATION AND A PROGRAMME OF STUDY.

I trust that the friends of our schools will take the pains to inform themselves as to the effects of the classification that has been carried out so thoroughly and completely, that they may appreciate its great advantages and be tolerant of the drawbacks unavoidably incident to its introduction. I have reason to believe that it is more perfect than any other system in New England, and will in due time produce commensurate results. It is to be hoped that no force of accidental circumstances will be suffered to trench on its perfectness, and create confusion where everything is now clear and systematic. The two chief points that difference it from less thorough systems are these:

First — No teacher in a fully organized school has more than two sections of scholars; so that the time is not broken up into fragments to accommodate a multiplicity of classes; and the gain in this one point is incalculable.

Second — If it be known to what class a scholar belongs in any particular school, from the *First* class of our organization to the *Thirteenth*, it is instantly known, by the same token, what grade of schools he or she is in, whether it be High, Grammar, or Primary; and it is also known that all the scholars in the city, nominally of the same class, *are actually so*, no matter to which of the fully organized schools they may belong, nor how many rooms their schoolhouse may be divided into; capable of being compared with each other the whole city over; destined to move forward in a calculable period, if true to themselves, through all the steps of the school course; and if of superior merit, sure to be put still more rapidly forward.

In most other cities, although there may be a nominal organization, that embraces all the schools, there are virtually as many classes in each Grammar School as it has separate class-rooms. And since the size of Grammar Schoolhouses greatly varies, ranging from four rooms to eighteen, the classification correspondingly varies; I need not say with what destructive confusion of the general system and wrong to the scholars.

The advantages to be gained from the use of a detailed programme of study are equally marked. It will be impossible, of course, to bring the Manual into full operation with all the classes for several years. Only among the little beginners of the thirteenth class can it be instantly carried into complete effect. But all the classes are conforming to it as far as possible, and the simple fact of the existence of a thorough, uniform system of study is an evident source of inspiration and power.

In one particular that I will briefly mention, it has been found impossible conveniently to adjust the new system of organization to the existing school accommodations. This arises from the insufficient number of Grammar School sittings.

There were, under the old system of gradation, an average of about *nine hundred* scholars in the three Grammar Schools, from *nine hundred to a thousand* in the Intermedials, and *fourteen hundred*, more or less, in the Primaries. In the process of abolishing the Intermedials, a part of their scholars were to be incorporated with the Grammar Schools and the remainder with the Primaries. The line of division was run at the point, where, by the united testimony of the teachers of all the grades concerned, an application of true principles dictated; and the result was to increase the numbers of the three Grammar Schools to an aggregate of nearly 1400.

This is somewhere about 460 to a school; and if the lines separating the districts should be run through Hillman street on the north and Union street on the south, the three districts will be very equal in numbers.

To accommodate these numbers, the Parker Street Schoolhouse, every inch of whose room from garret to cellar has been utilized, can be made to receive nearly its complement; the Middle Street will seat 216, and the Fifth Street 436.

This gives us an aggregate of 1094 sittings. To accommodate the remainder, the William Street Schoolhouse has been devoted to Grammar School purposes, affording 200 seats, a Grammar class stationed in the hired room on Middle street, called the "Middle Street Branch," and another in the upper room of the Sixth Street Primary School. And with these provisions it would seem as though the division into equal districts might be made as heretofore designated, and at all times rigidly preserved.

But while the aggregate in each district may average nearly the same, the numbers of the several classes are by no means constant quantities. There is a ceaseless and sometimes a very considerable variance between the sizes of the same classes in the three districts; and, therefore, to equalize the classes in the several schools, for the sake of conveniently

utilizing the room, it will be necessary to disregard district lines to a considerable extent. This, however, is an evil more in name than in reality. In many places there are no specified districts whatever to the schools; but the children are sent to whichever schools it is thought best for them to attend.

TRUANCY AND THE UNGRADED SCHOOL.

At the meeting of the Board in November, earnest remarks were made by several members respecting the number of boys to be seen in the streets of late during school hours; and the statement was repeatedly made that the vice of truancy is evidently greatly on the increase. These statements excited the deepest interest in the Board; and after an animated discussion, of which the commitments to the Farm School, the character of that School, the Truant Officer and his duties, and other points relating to the general subject, constituted the topics, the whole matter was informally referred to the Superintendent, with a request that he would thoroughly investigate the facts, and give them matured attention in his Annual Report.

I felt quite sure while the discussion was in progress, that the gentlemen who assumed that truancy is on the increase, were laboring under an entire misapprehension, and immediately sent a request to the Principal of each prominent school, desiring a reply to the following questions:

What has the per cent. of cases of truancy been in your school during the term? How do these cases compare in frequency with those of previous terms? Is it your opinion that the vice is on the increase?

All the replies to these questions, with a single unimportant exception, were to the same effect, viz: that the number of truants the present term does not exceed that of previous terms; and that the vice of truancy is not on the increase. These returns include that from the Ungraded School itself.

Of course reference is had in these returns only to those scholars who have actually entered the schools during the term and whose names appear on the records. None else can be reckoned as truants during the space of time covered by the term.

Who then are the boys so constantly seen in the streets in school hours as to give the impression of a large increase of truancy? They are individuals of the scores, who, neglected, or defiant of parental authority, having no connection with the schools, are at large all the day, growing up in idleness and vice. They are those who are not amenable to the truant law, and are to be coerced into the pathway of right, if coercion be necessary, only through the instrumentality of that other law relating to "Neglected children," by which the Legislature intended to supplement the truant law, and accomplish the beneficent end that no child shall be suffered to grow up in ignorance. And this leads us directly to the question: What measures have put in operation to execute these laws during the year, and how effective have they been?

Mr. L. D. J. Sears has been the officer appointed to execute these laws, and he deserves the same hearty commendation for his labors in this sphere of duty during the past year, that the Committee cordially accorded to him for those of the year previous. He has promptly answered every call made on him by the teachers, has visited from time to time a considerable number of the schools in the prosecution of his duties, has brought children who were at large in the streets to school, and where extreme measures seemed necessary, has prosecuted the cases in the Police Court, so that the offenders might be sent to the Farm School. The results of his agency, so far as they can be expressed in statistics, are contained in his Annual Report lately made to this Department. From that Report it appears that the number of complaints he has made in cases of neglected children,

and commitment to the Farm School, is sixteen; their ages ranging from six to fifteen years, and the terms of their commitment from five months to seven years.

The number of truant boys, sent to the Farm School, has been twelve; their ages ranging from seven to thirteen years, and their terms of commitment from six months to two years.

In addition, six truants, whom he has complained of, have had their cases continued; six boys have been sent to the Farm School for larceny; fifty-four have been picked up on the street and put in school, and sixty locked up for a short period in the station house, to induce reformation.

But the many children who are still roaming the streets in school hours prove that the arrests which he has made, and the other means of intimidation and persuasion that he has employed, have not been effectual to prevent others from pursuing the same vicious courses. Something more is plainly necessary. The Ungraded School, important as it now is, might have had twice or even thrice as many on its rolls, if adequate measures had been put in requisition to rescue the reckless or neglected youth of this city from the pathways in which they are treading to destruction.

The truth is, and I trust it will sooner or later exert a stimulating influence over the minds of those who have power to remedy the defect — it is not enough that a police officer should be clothed with the authority to arrest truants and neglected children, and the exercise of his duties under such authority be made merely an incidental appendage of his regular duties as a police officer. They will inevitably receive, under such circumstances, only a partial performance, and will be most neglected in the most important particulars. It is of great service to have a prompt response to the summons of a teacher when a truant is to be looked after. But as has already been remarked, the positive truants constitute only a small percentage of the children

whose rescue from impending ruin is demanded by the interests of both society and humanity. It is not threats — it is not coercion — it is not prison doors and bolts and bars that should be relied on to accomplish this great work. Even if they had terrors fearful enough to effect it, they should be appealed to only in the last resort. Nobler, humaner agencies should first be tried. We ask of the City Government a truant officer, who, during the term-time of the schools, shall give his entire time to effort in his vocation. Among his first undertakings beyond the immediate demands of duty, we would have him make a thorough canvass of the city, that it may be ascertained how many children there are of the legal school age, (that is, between five and fifteen years,) so that we may know how many of that age are receiving no benefit from our Public Schools. We want then to know into what classes these latter are distributed; how many are at work in the various mills, or elsewhere; how many are necessarily detained at home; and lastly, how many there are who are not at work, and yet are never at school. Of this last class, he should make a clear and explicit record, giving their names, ages, places of residence, and whatever other circumstances would help to a full understanding of their condition and character.

He would thus be in possession of data to guide him in endeavoring to act on this unfortunate and periled class of youth. And it would then be incumbent on him, to make himself familiar with their names and persons, and follow them up, taking them, not to the police office, but to school; to follow them up, visiting the highways and byeways where the idle and reckless are in the habit of congregating, and while kind and parental in his treatment, to be firm and resolute in purpose; and to suffer none of them to enjoy peace enough in their idleness to make it a satisfaction to be absent from school.

Again, he should make the acquaintance of those parents

who are careless about the welfare of their children, and do not enforce their regular attendance at school, and seek to gain their confidence and persuade them to a better fulfilment of their duty.

Surely, when scores, perhaps hundreds of children are in the category of the dangerous classes of the city, because growing up in idleness and ignorance, it is worth the while of the City Government to institute the simple measures that we urge upon them, if perchance it should be found possible to diminish their numbers and elevate their character.

I close this very important topic with a few words concerning the Farm School, that bears so close a relation to our organized efforts against truancy and ignorance.

It now contains upwards of fifty scholars, and there is no room, under present arrangements, for more. The increase over former years is owing in part to the fact that some of the children have been committed under a recent statute (1866) relating to "Neglected children," and to the fact that the Police Justice sentences for much longer terms than formerly. The instruction of these youth, who, as wards of the city, ought to receive the most thoughtful and sympathetic consideration, is satisfactorily cared for. But the supervision of them when out of school, at play or in the dormitories, is in charge of no competent person, and surely their moral welfare demands that, under all circumstances, they should be subjected to the immediate oversight and control of some one who can counsel and guide their thoughts and feelings as well as govern their conduct. The School Committee have no direct responsibility in this matter; but as scholars, these boys are in their care; and certainly it would be no undue assumption for them to manifest such an interest in the welfare of so many youth, to whom the city stands for the time in the place of parents and friends, as to lead them to an endeavor to secure for those youth the supervision they so much need.

THE EVENING SCHOOLS.

The Evening Schools were opened this year under auspices quite as promising as attended them the previous season. The number of scholars in the Centre School in Sears' Hall is equal to that of former years, and, under the charge of competent teachers, the School is doing from week to week, in a quiet way, that good to servants and others who have not enjoyed the advantages of education in early youth, which makes its opportunities a signal blessing.

The North School was established with express reference to the youthful operatives in the Wamsutta Mills; and I desire very earnestly to enlist your attention and interest in the question of its success and importance.

Of the hundred scholars or more, who are on its rolls, nearly all are at work in the Wamsutta Mills. Hailed with joy by their parents, as a favorable opportunity for them to acquire the rudiments of an education without intermitting the labors on which the families to which they belong partially depend for subsistence, those parents exercise their authority to continue them regularly in attendance as long as the School may be maintained.

When these scholars are questioned, facts of serious importance come to light. The laws of the State forbid manufacturing establishments to employ any child who is under ten years of age, and require that every child they may employ, who is between ten and fifteen years of age, shall have twelve consecutive weeks of schooling, each and every year. But quite a large per cent. of these scholars have been at work without intermission for more than one year, a considerable number for more than two years, ten or twelve for three years, and I found seven, all apparently under thirteen years old, who declared themselves to have been in the mill, without intermission, for at least four years.

Thus the law, not here only but everywhere throughout

the State, remains a dead letter in the statute book. The mill agents are not willing to undergo the trouble and irregularity that would be occasioned by compliance with it, and even if they were, the needs or the greed of the parents of the children who are employed would interpose almost insuperable obstacles to the attempt. In Fall River, where there is a very large manufacturing population, a plan has been put into successful operation to maintain a school made up of children who work in the mills, so as to fulfil the requirements of the law. But this has been accomplished only through the co-operation of the agents of several mills, and would not be practicable under other circumstances.

In the hundreds of places, for instance, where there are many small manufacturing establishments, and children are employed by scores in the aggregate, but apart from each other, so that their places could not be easily supplied if they were discharged to attend school, it is idle to expect compliance with the law. It will be equally futile to attempt to enforce it.

I cannot believe, therefore, that anything is to be gained by the enactment of more stringent measures. But the question, rather, recurs with a power that accumulates force through the lapse of time, Is not an Evening School for mill children, to be maintained at least six continuous months of each year, the only possible method to solve the perplexing problem, how children at work in the manufacturing establishments may receive some measure of education? We have proved that such a school may be a splendid success. I am quite sure that it accomplishes as much, or nearly as much, in the course of a season, as is accomplished by attendance on a day school for three months. And not only will it secure what the law proposes to secure to the children, but it will also relieve the mill agents of a vexatious and distasteful responsibility, and rid the day schools of an exceptional and very difficult class of scholars.

I know how strong the argument is, that it is cruel to force children, who have been confined all the day, to devote themselves to study in the evening. "But," to quote from my last year's Report, "in reality the kind of labor to which children are put in the cotton mills is not very onerous, while a change from toil of body to toil of mind is, in some respects, a relief. Again the number of hours of labor required of children in the mills is considerably less than was formerly the case, so that this argument, once conclusive, is deprived of much of its force. And finally, no evil that is merely problematical should be allowed to outweigh the wrong of permitting so many youth to grow up in ignorance; a fact that has nothing problematical about its harsh and dangerous features."

In a late interview with Mr. Bennett, the agent of the Wamsutta Mills, had in company with Gen. H. K. Oliver, the State officer to whom is entrusted the enforcement of the laws respecting children employed in manufacturing establishments, he expressed his entire satisfaction with the results of our Evening School, and his hearty accord with me that a modification of the law, so as to recognize the sufficiency of such schools under proper limitations, is the true step to reach a solution of the vexed question I have been considering. And if the incoming Board shall sympathize with these views, and are disposed to attach to the subject the importance that surely belongs to it, I trust that they will take measures to urge on the Legislature the passage of an Act making six months evening schooling an equivalent for the three months day schooling now required by law. It is reasonable to suppose, as a matter of selfish consideration, that if such an Act could be obtained, and thus the authorities of the Wamsutta and other mills among us, that employ children, be relieved from the vexatious requirements of the present law, aid would be furnished by them, not only to erect a suitable school room, but also towards maintaining the school.

REVISED COURSE OF STUDY FOR THE HIGH SCHOOL.

There has long been a conviction in the minds of the Committee that the course of study in the High School needs a thorough revision. The subject is likely to receive the decisive attention of the new Board; and it is of so much importance that I deem it proper to give it elaborated consideration in this Report.

I remark, in the first place, that we shall not be greatly aided towards the proposed revision, by study of the writings of those who, of late years, have discussed this and kindred topics, with however much ability and point. For with few exceptions, they have written in the interests of preconceived ideas, offering themselves as champions of science, of the mathematics or of the classics, as opposed to each other; and pressing the object of their affection or their prejudices on the attention, without reference to those relations of these various studies to each other and to the circumstances of the learners, which, in a true system, inevitably necessitate a serious modification of their abstract claims. Regarded in the light of their abstract merits, we yield delighted consent to the importance of each and all of them. Are the advantages of the study of the classics under consideration? We acknowledge the refining culture to be derived from intercourse with the immortal productions, in prose and poetry, of those who wielded with singular power or grace the incomparable languages of Greece and Rome; we consent to the admirable mental drill that is derived from the study of the syntax of those languages; we appreciate the mastery that familiarity with them confers over the structure of our own tongue, that is very largely indebted to those ancient sources; and we prize the benefits of the reproduction of the eras of classic antiquity through the perusal of their historians and poets. Are the mathematics pressed on our notice as of paramount importance? We are happy to bear

testimony to the validity of their claims; to the shaping influence of their wonderful exactness; the insight they furnish to some of the most glorious laws by which the universe is regulated and preserved, and the discipline that the pursuit of them gives to the power and habit of fixed attention. Are Tyndal and Youmans setting physics in the foreground, to dispute the palm of pre-eminence with the classics and the mathematics? The eloquence of their facts, as well as of their words, carries us delightedly along with them. We enter through the door that they open for us, into the new world which science has revealed to the human understanding since the days when there were no alliances with nature to dispute with Greek and Roman literature and the mathematics, the possession of the fields of education. They impress our minds with their vivid presentation of the beggarly furnishing of a youth of the present day, who, though a proficient in the knowledge of the classics, is ignorant of the sciences, and in this condition is dismissed by his instructors to take his part in the busy world, all the paramount agencies of whose material activity and progress are applications of the forces and elements of nature. And they enforce assent to their dictum as a probability at least, if not a certainty, that mental discipline may be obtained from the study of physics, just as accurate, thorough and effective, if it be systematically and thoroughly pursued, as from that of the classics or the mathematics.

But after we have given our attention to these authors and been duly influenced by each in the line of his favorite pursuit, it still remains that the question before us is not abstract but relative; it is not what is the value of the study of the classics, the mathematics or the sciences, considered by itself, but what is the course of study *for the youth of our High School*, in view of what they are, and what is to be their destiny. When young men and women are in question, whose favoring circumstances will allow them to spend all

the time that may be in any sense desirable on the process of their education, and who can therefore devote themselves without limit to every department of study, a curriculum may be formed with propriety, that shall include all departments, each to be pursued to a comparatively exhaustive extent. But no such latitude of opportunity is in the power of the ordinary scholars of a High School. The question to be rigidly adhered to, at the sacrifice of all prepossessions and prejudices, is this: — Comparatively young and uncultured as they are when they enter the school, and destined to exhaust their opportunities of study during the few years that they will remain in it, what studies shall the scholars of our High School be put upon, that will be to their best advantage?

It might be thought, perhaps, that the Courses of Study pursued in other High Schools would be of great assistance to us in forming our own. But I think it would be better to ignore them entirely and go back for our assistances to first principles. While many of these Courses of Study — I have made a large number of them the subjects of careful scrutiny,— seem to be formed, in the main, on the most intelligent and systematic basis, a place is given in the most to one or more studies apparently so out of keeping with the general programme, as to suggest a suspicion that some prejudice or undue prepossession, or local demand has triumphed over the claims and restrictions of a well considered and adjusted system; and thus discredit is thrown upon the whole. And even where the programmes are not expressly exceptionable, they have this defect, that we are not put in possession of the course of reasoning on which they were framed. And this, to my mind, destroys their value altogether as models for imitation. It is of the first importance that the why and wherefore of every study that may be admitted into a curriculum should be fully explained, so that it may be manifest that it deserves its place; and that if anything should

strike the mind as not altogether satisfactory, there may be assurance that it comes nearer to what would be desirable than anything else that might be substituted for it; in fine, that there may be confidence that the curriculum, as a whole, is a thoroughly systematized arrangement, each part important of itself and carefully adjusted to the other parts, from beginning to end, so as to provide for the greatest good of the greatest number of those who are to enjoy its advantages. It seems most judicious, therefore, setting all models aside, to go back to first principles and reason the whole matter out, step by step; that when a conclusion shall be reached, it may command attention and respect, and those who frame the curriculum may have abiding faith in their own work.

Beginning then with first principles, the starting point for those who are to prepare a Course of Study I think to be, to free their minds entirely from the influence of the very prevalent idea that there is a wide gulf of separation between Grammar Schools and a High School; that, by some occult process of intellectual "prestidigitation," the boys and girls who have just entered a High School have been liberated by that act from all ties and relations to their past school history, and endowed to strike boldly and creditably out in a far loftier range of intellectual endeavour than ever before. A month or two ago they were hard at work in the Grammar Schools, completing a course of training in which it has all along been found necessary to advance the most of them by slow progressive stages, explaining and re-explaining step by step, lest some point should be only half understood, and correspondingly clog all future progress. Now, according to the notion referred to, their capacities have undergone a marvellous change. They are to be expected to display a quickness and clearness of apprehension of which it would previously have been thought preposterous to suppose them capable. Thus we find, in a large number of High Schools, that the

exercise of Reading, except occasionally as an æsthetic performance, is allowed no place; and the study of the English Language is equally neglected. And yet how many of the newly admitted members of an *average High School have acquired a vocabulary sufficient to enable them readily to understand the language of the text-books that they are to study? How many can read an unfamiliar didactic passage couched in dignified, classic English, at sight, with ease, freedom and intelligent expression? Still more, how many can take such a passage and evince their command of its meaning by paraphrasing its language into their own?

The popular and exaggerated notions of the degree of culture of scholars who have just entered a High School, which lead to such absurdities in their training, are to be discarded. They are to be taken for just what they are, and provided for accordingly; children of about fourteen years of age, who have received the customary training of the Grammar Schools, and are now to be stationed in a school of another name, but which is not therefore by any means of another nature, and does not presuppose them to have acquired, in the brief interval since they left the Grammar Schools, any extraordinary command of their faculties or unwonted fund of intelligence. But it is to take them up just where the Grammar Schools left them off; common sense teaching us that no step in advance of what they have lately been engaged upon should be prescribed, that does not bear the same relation to their late work, that the work of each separate class in a well ordered Grammar School bears to the work of the class that immediately preceded it. The demand of their minds for a system of progressive development is as urgent in the one case as in the other.

*I am to be understood, in all my reasoning, to have in view the scholars of an average High School. In some localities the candidates are kept back in the Grammar Schools until they have obtained so much maturity of age, as to bear no comparison with those who are regularly advanced according to a fair, progressive system.

We are to ask then, as the first inquiry towards an intelligent dealing with the question before us, In what study is it that Grammar School instruction, however excellent, has proved itself least capable of bringing the scholars to a satisfactory point of culture; so that their deficiencies are still marked and pressing, and their further culture in the same direction is of paramount importance? IT IS THE STUDY OF THEIR OWN LANGUAGE. They have not yet knowledge enough of it to understand the meaning of many words in the new text books that will be given them to study. They have not a vocabulary at command sufficient by any means to enable them to give accurate and finished expression to their own thoughts, and to do themselves credit in a recitation, in a composition, or in conversation. And again, they do not know enough of language to be able to relish and so to be led to read standard works in English literature; an end to be kept steadily in view by High School teachers from the beginning to the end of the Course of Study, as a disideratum for their scholars, lacking which all their other acquisitions become of comparatively small account, as regards the best uses and highest pleasures of education.

This knowledge of language, it is to be remarked, cannot be incidentally acquired, to the extent that is desirable, through the pursuit of the usual studies of a High School. All the way through the High School Course, even to the very time of graduation with many of the scholars, a careful observer notices with pain the poverty of the scholars' vocabularies. And what is still more painful, he notices how seldom a taste prevails for pure and elevated literature; how few standard authors, even in the more attractive walks of history and biography, are sought out and read; how ignorant the classes generally are, up to the very highest, of those gems of literature, that have made their authors immortal. And if our scholars have no bias in this direction when they graduate from the High School,—a time when

they may reasonably be expected to exhibit their mental proclivities in unlimited freedom,— can we venture to suppose that they will often acquire such tastes after they shall have engaged in the pursuits of active life?

Therefore, for the purpose of enabling our High School scholars to derive the utmost benefit from the studies they are to be engaged in, and also to furnish them with instruments essential to develop the power of thought and material for some of the finest fruits of culture, I would give the first place in our High School curriculum to the study of "The English Language and Literature." And I would not only have the study entered upon at the opening of the Course, but prescribe that it shall not be intermitted to its close.

But I shall have done very little justice to my conception of the value of this study, if I do not enter into more detail. For it is singularly dependent for its success on the estimate which the teacher may place upon it, and the life and enthusiasm that may be thrown into it. It seems essential, therefore, to discuss to some extent, the instrumentalities and methods by which it is expected to be pursued.

If the teacher's ideal should be limited to a series of exercises in syntax, analysis and parsing, interspersed with cold and lifeless, or merely rhetorical lessons in the art of Reading, to begin with — to be followed in due time by dry text-book recitations in Rhetoric, the results would but poorly compensate for the outlay of time. All these particular branches are indispensable to the right prosecution of the study of our language, far more so indeed in the High School than in the Grammar Schools, because the higher relations of the study pursued in the High School demand a corresponding familiarity with the scientific structure of the language. Yet in the High Schools as in the Grammar Schools, the teachers must possess a clear and intelligent idea of the real utility of these agencies, or else they will expect results from their use that they are not competent to

accomplish. In regard to Grammar, for instance, they need to bear in mind that the old and familiar definitions of the branch are singularly untrue; that, in the first place, a knowledge of it is not necessary to the most accurate use of language; and, in the second place, that the possession of such knowledge does not enable one, by any means, to speak and write the language correctly. It answers, by direct agency, this purpose, and only this: it gives us the means to make the language an object of examination, for the purposes of conversation, criticism and study. For, to this end, it is very plain that the language must be scientifically subdivided, its parts and relations have names to be designated by, and the laws that govern its construction be reduced to rules.

The office of Grammar, therefore, in a course of study, is not ultimate but simply mediatorial; it is a tool to work with towards the accomplishment of something beyond itself; that is to say, the knowledge of the language; and it is judiciously and usefully employed only when applied, in its several stages of development, *to a corresponding familiarity with the language on the part of the scholar.* It is like a telescope directed to a star, or a microscope to a drop of water; it is the previous existence of the star or the drop of water that gives value to the instrument by which we observe them. And in like manner it is the previous existence in the scholar's mind of the object of the use of Grammar,— that is to say, a knowledge of the language,— that makes the employment of the instrumentality of value.

No matter then, though a scholar, after having entered the High School, be not able readily to parse and analyze intricate sentences. It simply proves that he has not yet acquired knowledge enough of the language to make his Grammar useful. Instead of worrying over his deficiencies as though they proved him to be an ignoramus or a numbskull, let attention be directed, through all the diversified channels that are adapted to achieve that important end, to

enlarge his command of words, enable him, from among the various meanings of a word, to select that which is best fitted to his purpose, familiarize him with the various forms in which the same thought may be expressed, or the same sentence constructed, and thus educate him to clothe his thoughts in words, whether in conversation, recitation or composition, with rapidity, freedom, purity and grace. This is a very different thing from teaching him how to analyze and to parse. The analysis and the parsing must wait upon this true process and end of the study, not precede them.

I have already said that there is no study which is so entirely dependant on the character that may be thrown into it by the teacher, as this. I repeat the remark at this point, because, being now about to indicate methods of prosecuting the study, the fact presses home on the mind, creating equal interest and solicitude, that everything — yes, it may truly be said, without exaggeration, everything depends, for any marked success, on the originality, discrimination and enthusiasm of the teacher. Out of the indefinite range of methods that might be suggested, none will be of much avail, unless that magnetic impulse be communicated by the teacher, which will set the faculties of the scholars all aglow, like the beaten iron on the anvil, and stimulate them to work with a will, possessing at the same time a clear conception of the uses of their work.

The methods that are most prominent in my mind are the same that are detailed in the Manual, for the instruction of the Grammar scholars in the same particulars. They consist of different forms of abstracts and compositions, required at one time without deliberation, at another after careful thought; object lessons, given to the class in an interesting manner, to be written off from memory; brief, impressive anecdotes or stories, first clearly and intelligently read or told by the teacher, to be related by the scholars in writing, after an interval long enough to test their attention and memory; let-

ters required, to describe events that have been witnessed by all, so as to possess a common standard of comparison; elliptical sentences prescribed, the scholars to supply the lacking words; single words assigned for complete sentences to be made from; passages to be written from dictation, to test the scholar's power to catch correctly what falls from others' lips; passages in poetry given, to be changed to prose; passages in either prose or poetry to be paraphrased into the scholar's own language; and choice selections in prose and poetry from standard English authors to be carefully studied and examined.

This list of methods is detailed only by way of suggestion. It will serve to indicate how richly diversified the field of selection is, and with what a useful and pleasing discrimination the teacher may adapt the instruction to the incidental or progressive circumstances of the class.

One other effective instrumentality in this connection I desire to mention by itself, that I may give it the greater emphasis. I mean a requisition that the scholars shall read cursorily, out of school hours, entire works from the writings of the best authors, and subsequently bring in analyses of them, so that they may not only acquire the power of estimating what they read as works of art, but also have their minds diverted from the worthless literature that now occupies the leisure of so many, and gradually brought into intimate acquaintance with the best literature of their native tongue. It is to be hoped, if not anticipated, that there will supervene upon this course of action, if judiciously regulated and accomplished, a pure literary taste, and the pure morals and aims that are in part the offspring of such a taste.

It has been already implied if not expressly stated, that the related topics of study usually assigned separate places in a High School Course, such as Grammar, Analysis, Rhetoric, Elocution, Reading, Compositions, &c., are all to be included under the general head of "The Study of English Language

and Literature." For the principles of all these topics are essential to progressive instruction in language, and are to be applied from time to time, apart or together, as the interpretation and illustration of the text under examination may require. It is to narrow their scope and abridge if not destroy their usefulness, to study them, as is often done, analytically, by themselves. They should be taken up synthetically, in connection with the work or passage that may be in hand; and thus that grand postulate of a true education be exemplified, that subjects are to be studied according to their natural order of development; that is, from specified facts to general laws.

I have been very full in my discussion of this topic, at the risk of tediousness, because of its superior importance and the mistakes that are so frequently made in relation to it. And there is still one further point that I would emphasize.

It is that no word, however glibly or accurately it may be pronounced, has been added to a scholar's vocabulary unless at the same time it be understood. This is a point that needs to be iterated and reiterated in the ears of the teachers of every grade. Facility in reading words is one thing; an appreciation of their meaning is quite another. No delusion is more insidious than that, if scholars can read sentences with fluency, they understand their sense. When a thought is seeking expression and a word comes forth from its lodgment in the memory, answering our call because it signifies what we desire to utter, then it has become a substantial acquisition. If it will not so come forth, no matter how carefully it may have been memorized, either in the sentences of the reading lesson or the nonsense columns of the spelling lesson, it is a mere shadow, a nullity. Never, then, in any school, High or otherwise, let a day pass by, unless, by appropriate exercises, one or more words have been printed on the memory indissolubly associated with their meaning.

I here close the discussion of this topic. I have a glowing

ideal of what might be accomplished from such a course of study of our language and literature as I have suggested; and should the Board accord with me as to its importance and prescribe it, I have confidence that the teachers in our High School have the requisite ability, originality and interest to enter with intelligent energy into the field; to make it a labor of love; and to achieve abundant success.

Three recitations a week may be thought sufficient for the study of the English Language, if it is to be continued progressively throughout the course; and I would give the two alternating recitations to History.

I indicate this for the second study of the Course, to be, to a certain extent, associated with that of language,— first, because of its intrinsic importance, and second, because, under wise direction, it may be made admirably supplemental to the study of language, without in the slightest degree interfering with its own special advantages. For there has been no practice pursued in our Grammar Schools that has resulted in greater benefit, than that of the use of the text-book of History as a reading book, for some time before lessons are assigned in it to be learned.

But it may be asked, what part of the great field of History would I suggest for the scholars of a High School to traverse?

There would be no difficulty whatever in answering this question, I believe, if it were not for the custom that has prevailed in New England High Schools so long and so widely, as to have acquired in many minds a prescriptive right, of restricting the scholars to Ancient History alone. I can understand why those who are to study the classics should be put at once upon Ancient, to the disadvantage of Modern History; but that any others should be thus regulated is an absurdity only to be accounted for, by supposing the majority of School Committees and Teachers to be under the

influence of the notion, already adverted to as being extensively prevalent, that when a youth enters a High School, his mind is magically lifted up out of its former relations into a new sphere of thought, and therefore demands a very remarkable regimen. Putting under contribution, in part, the incisive sarcasm of Robert Lowe, I ask, are we justified in confining our scholars to the wars, the intrigues, and the revolutions of a few petty towns in Greece, or of the greater yet by-gone dominion of Rome, and leave them vacant of knowledge of the feudal system, and the polity and life of the Middle Ages, which have gradually ripened into the existing state of things? Shall we instruct them carefully about Archons and Consuls and Ædiles, and let them learn nothing about the governments, from the intermittent struggles of whose oppressed peoples, down the long progressive march of the ages, liberty has at last been born? Shall we be satisfied with their familiarity with the institutions whose leading idea was that everything was stationary, "knowledge a sort of permanent fixed quantity, that could not be increased,"— and shut them out from tracing the steps of that glorious progress which is the leading conception of the present day — progress in the vindication of human rights,— progress in art, science, literature — progress in the beneficent usages of civilization, and the comforts and amenities of domestic life? Shall they learn nothing, moreover, of the mother land, whose history is so closely inwrought with our own,— whose art, literature, civilization and love of liberty are our own fond boast, as a part of our legitimate inheritance?

There is but one reply to questions like these. Modern History, dating from the Middle ages, should surely be an imperative study from the beginning of the High School course, to be continued until its leading principles and facts have been made quite familiar to the scholars' minds. Let Ancient History supervene upon this, if there be time for it, but not anticipate it, still less preclude it.

I have thus suggested studies to occupy one-third of the customary schooltime, for a considerable portion of the entire course. What is the next study that, on a well-considered principle of selection, should be adopted?

Before I state my preference, I ask attention to a preliminary point.

There is a concise saying, that seems to me admirably proper to be adopted as one of the controlling principles of such a High School as ours. It is this: "We ought to know everything of something and something of everything." That is to say, it is well to follow up some one subject to an extent that shall be comparatively thorough and exhaustive, for the sake of the mental discipline that is to be derived only from study thus pursued; but beyond that it is preferable to divide one's time among a variety of subjects. I heartily believe in the application of such a principle to our High School scholars. The demands of their future will render it eminently convenient and useful for them to be acquainted with the leading principles and laws of as many fields of science as possible, and as many branches as possible of those arts through which the sciences have found practical illustration. For readiness to bear their part in conversation, for intelligence to understand the frequent allusions in literature to scientific and artistic truths and facts, for a comprehension, more or less lucid and accurate, of the manner in which the industrial activities of the world are dependant on the applications of science; for suggestions, that the necessities of their future may render of vital importance to their culture, their prosperity or their happiness, they need as wide a range of study as it may be practicable to give them. Therefore, in my view, to limit the number of studies for the sake of exhaustive completeness in each of them, is to sacrifice the greater to the less. Let it not be said that this is to make provision to give our scholars a

superficial smattering of a variety of subjects, without thoroughness in any. Far from that. No such trifling with the work of the schoolroom is advised or intended. One may limit the amount of attention that he will give to any branch of study, without being in any sense superficial. To whatever extent our scholars may pursue any subject, I would have them invariably thorough. I may not wade out to the central channel of a stream, yet as far as I go I may touch bottom at every step. So one may tread but a limited way into the streams of knowledge, yet, so far as he goes, may feel the solid bottom beneath him.

At the same time some one branch of study needs to be prosecuted so continuously and, comparatively speaking, so exhaustively, as to achieve those results, indispensable to good scholarship, which are entitled—Mental discipline. No true educator will overlook or be indifferent to this important end. Our habits of thought are directly dependant on our methods of work. And only those minds that have been vigorously exercised in lines of study that are traversed throughout by principles, and developed by close wrought chains of cause and effect, in orderly and exact system, have acquired the full command of their powers.

The study that I would indicate to be pursued for purposes of mental discipline is the Mathematics. I would have a progressive course in this branch to embrace Algebra, Geometry, Astronomy and Book-keeping, and in addition, for the masters, Trigonometry with application to Astronomy and Surveying.

But let me not be understood to advocate such a course solely for the discipline that may be derived from it. I do not believe in imposing any studies on our children that ignore the acquisition of knowledge and only serve a vicarious purpose. There are schools, but happily the number is rapidly diminishing, in which the Mathematics is pursued to an extent that is confessedly barren of utility, except as an

agency to mould and strengthen the powers of the mind. It merely supplies the medium for a sequence of mental gymnastics. Let us not err in the same direction. Such a policy is too wasteful both of time and of power. Whatever studies may be relied on to discipline the mind must, at the same time, aid to fill it. This can be proved to be possible; and if possible, surely it is eminently wise.

The course in the Mathematics that I have named is practical from beginning to end. For I would prolong neither of the branches beyond its concrete relations, and not one of them can be spared, to that extent, from a sound and well rounded Common School education. Algebra is related directly to Arithmetic on the one hand, and to the higher Mathematics on the other. It simplifies the complex and difficult operations of the one; it is essential to the elucidation of the other. Its practicability is so delightfully manifested, that it is a favorite study with scholars of both sexes. Geometry is indispensable to all the higher arts of construction; and its truths lie at the foundation of some of the noblest walks of science. Surveying requires its aid, and Astronomy, some knowledge of which all will advocate, demands an acquaintance with its principles to enable us to comprehend and enjoy its wonderful facts and relations. Some acquaintance with Trigonometry also is requisite in connection with Surveying and Astronomy.

Book-keeping, which is to be classed under the head of the Mathematics, and which cannot be judiciously included in our Grammar School Course, I would make an imperative study in the High School. Certainly all will admit that, where practicable, our youth of both sexes, under the conditions of society here in America, should be made familiar with the methods and practice of keeping accounts.

Surveying,—to include the elements of Engineering,—although, in naming a study of practical interest to one sex only, I break for once a rule that I think should be quite

rigidly adhered to in an ordinary High School, to embrace no studies in the curriculum that will not be of equal advantage to all the scholars,—I would prescribe for the boys. For it seems to me to hold relations, so intimate and interesting, with the onflow of the great current of life and progress in our country, as to persuade us to provide for its acquisition. The work of the Surveyor, and of his co-laborer, the Engineer, in laying out and building railroads, aqueducts, culverts, tunnels, and the like, and in laying out streets, is so prominent a feature among the objects of interest everywhere in this country, and enters so largely into the statistics of growth and finance, and in defining and measuring fields and other grounds, is so closely connected with our domestic life and needs, that a knowledge of the methods by which it is accomplished will not only furnish the minds of our youth with data for valuable study and delighted observation, but provide them with knowledge that the possible exigencies of their future may render of incalculable advantage.

But it may be asked, would you prescribe Geometry for our girls? The most of them hate it; and can it be urged that they will reap any practical advantages from it? I am very confident that the impressions which give rise to questions like these, have no solid foundation when urged against such a course in the Mathematics as I have suggested. For they can find intelligent support only in the supposition, that the occupations in which our boys are to engage demand a course of training to be obtained only from the Mathematics, while the future of our girls is exempt from any such demand; or else that the masculine mind is of a quality to be strengthened by a sturdy discipline of which the female mind is not susceptible, or by which it cannot be profited. Now the former of these premises is expressly excluded by the terms proposed. It has been stipulated that the amount to be required in each designated branch of the Mathematics is in no particular to exceed what is requisite for every individ-

ual, male or female, in view of the demands of a well proportioned education, and to fit one creditably to sustain a part in society. And as for the latter, is it not virtually an insult to the female mind? Do not the girls need to have their minds disciplined as well as the boys? Do they not equally need habits of logical reasoning and of close and sustained attention? Even although it be granted that it is characteristic of their mental action to arrive suddenly at conclusions by intuitive perception, rather than by the slower processes that distinguish the other sex, is it thence to be assumed that their reasoning powers are to be abandoned to neglect? This were untenable at any stage of human history; and in these days, when woman's rights are so urgently pressed, and her equality with man on every stage of social action so vigorously maintained, it would be singularly discourteous and indiscreet to discriminate in a manner that would imply her inferiority.

And if, while it be admitted that woman's mind needs discipline, the ground be taken that it should be secured through a more genial path than that of the Mathematics, what path, I ask, can we select as a substitute? This is a point that demands careful consideration. No doubt some one of the natural sciences would well accomplish the purpose; but it would not accomplish it, by any means, *if allowed only the same amount of time*. It is obviously of the first importance in regard to any study that is prescribed for purposes of discipline, that it should be thoroughly, methodically and protractedly pursued. And since the great general principles of the Mathematics, through which discipline is effected, run equally through all its branches, it is practicable to introduce variety into the study without detracting from the value of its agency. Thus we have Algebra, Geometry, and Astronomy to succeed each other, each to contribute its part to the general effect, yet neither to be pursued to an extent that will involve the study of its more tasking abstrac-

tions. But if a science be substituted for Geometry, not only will the sequence of mathematical principles be broken up, but the science itself, to be made to aid materially in moulding the mind, must not only be assigned a much greater amount of time than the Geometry would require, but must be so systematically studied through principles, laws and classifications, that I am persuaded it would prove more distasteful in the end than Geometry itself.

If five books of Geometry be too much, let the amount be shortened, and the Algebra on the one hand and Astronomy on the other proportionately increased. But no argument that I have heard for the release of either sex from the study seems valid.

Assuming then that the Mathematical Course, as it has been laid out, is to be prescribed for both sexes, provision has been made for studies to occupy two-thirds of the time for the first two years. What shall occupy the remaining third?

This is the point to take into consideration the place that the study of Latin is to hold in our curriculum. For if it is to be assigned any place whatever, it should have a very prominent place; it should be one of the studies to be continued from the beginning to the end of the four years. A short season of attention to it would be worthless.

No topic, in relation to the revision of the curriculum, is of deeper interest or more serious moment than this. In the first place, great diversity of opinion prevails among educators in regard to the time that should be devoted to classical study in our schools and colleges. Again, a very large per cent. of every class, on entering the High School, name Latin as one of the studies that they are determined to pursue. They do so, in many cases, where it will plainly be to their disadvantage to study it, and in disregard of earnest advice to the contrary. There seems indeed to be a peculiar pride

or prepossession at work in their minds, as though, were Latin to be excluded from the Course, the brilliant ideal of High School culture, which has led them to look forward to it with admiring expectation, would be painfully dwarfed. Therefore the decision that may be arrived at will affect the interests of a large number of the future members of the school, and demands very careful deliberation.

In view of the antagonisms of opinion prevailing on the subject, and the prejudices that often preclude a candid and impartial judgment, it is quite important to bear in mind that the essential point to be settled is, not what is the *abstract* worth of the study, but what it is *relatively* worth. Will its advantages justify the expenditure of time that must necessarily be bestowed on it? Would not some other be on the whole more profitable, according to a rational standard of profit? Or, again, might not the same advantages be obtained from something else, at a less expenditure of time and pains, and with a greater accumulation of knowledge?

Such queries present the subject in its true light, and will greatly simplify its consideration. These boys and girls in our own High School — if they take up Latin, will their time be bestowed to the best advantage? That is the question.

The usefulness of Latin, as set forth by its advocates, may be divided into two classes; first, that which is of direct practical application; second, that which is simply vicarious.

Under the former head, it is claimed that there are in the classic languages treasures of poetry, history, philosophy, eloquence, the essential spirit and etherial beauty of which vanish entirely when they are expressed in a translation, and which no modern literature is capable of duplicating; therefore our youth should be so cultured as to be able to enjoy these treasures in the original.

The terms in which these claims are advocated are often characterized by an enthusiasm of feeling and unqualified strength of assertion, that at least testify how deeply the

minds of those who urge them have been steeped in classic lore. Even Macauley has asserted that the moulds and vitalizing spirit of modern thought and literature are essentially classic; penning such an eulogium on classic letters as this: "From the splendid literature of Greece have sprung all the strength, the freedom and the glory of the Western world;" and he virtually claims the same greatness, by reflection, for Roman letters; for the finished eloquence of Cicero and the exquisite numbers of Virgil.

I would not consciously subject myself to the charge of disparaging the value of classic literature and thought. But where their merits are sought to be enhanced in estimation by invidious comparisons with the mental vigor and culture of modern days, I am moved to suggest my unfaltering confidence that the Divine Creator did not exhaust himself or the moulds of the human race when he created the men of Greece and Rome. And it is repugnant to every whole-souled instinct and ennobling ideal of human destiny, that the soldiers of the great army of humanity should be moving on to their transcendent victories, with faces bent back over their shoulders as they go, to catch the inspiration of their energies from the effete civilizations of the distant past; while it violates every canon of probability that the literature of communities, into whose thought the sublime problems, social, political and philanthropic, that are now thrilling the hearts of the pioneers of progress and stirring the life currents of the world, never entered, should be the fountain heads of such incomparable ideas. No; the strength, wisdom, freedom and glory of the Western world are the outgrowths and footprints of intrinsic character, that, in the consciousness of native endowment, would scorn to attribute to any byegone eras the sources of its majestic power. Modern greatness is its own exemplar. There are victories, still ringing in our ears, gained on the land and on the sea, that dwarf into insignificance the deeds of Platæa and Salamis.

There are patriot sacrifices, the inspirations of American liberty, that more than emulate the devotion of Thermopylæ. Our literature may owe something to classic letters; but it has far richer currents of lifeblood, distilled from ideals of human rights, capacities, and opportunities such as never entered into even the dreams of Attica and Rome. Our chief statesmen and orators may illustrate the themes of their discourse by facts and imagery borrowed from ancient pages; but often the themes themselves, voices of an ennobled present and prophecies of a yet more glorious future, are grander than anything that the states of ancient antiquity exemplified or their thought conceived.

Therefore, looking dispassionately at the merits of the case, I cannot believe that it is worth the while of those High School scholars, whose schooling is to cease with the High School, to study Latin for the sake of ability to read Latin literature in the original. Our own literature has merit enough, in every sense, to answer all reasonable expectations, as a means of culture. And not only are we to compare the end to be gained with the time and labor that must be expended to gain it, but to remember that every hour devoted to Latin will necessarily be subtracted from the amount of time to be bestowed on very important English branches. If, therefore, the familiarity with Latin, to be acquired by assigning to it nearly one-third of the whole school working time for the four years, which it must have, will not be of appreciable value in a marked degree, if there is to be anything equivocal or illusory about the result, the loss in other channels of study that it will have occasioned, should induce very serious deliberation before making it imperative in the course.

And there is one other practical consideration of which sight should by no means be lost. How many of the graduates of New England High Schools, who have pursued the study of Latin as one of the branches of their education, (I

except those who have been preparing for college,) have afterward continued the study for the sake of reading the literature of the language? Indeed how many, after leaving their school, have ever opened their old Latin text-books again for any purpose of personal improvement? I have made diligent inquiries as to the facts in this particular; and the degree of contrast between those facts and the enthusiastic ardor of those who demand the study in behalf of our rising generation, for the benefit that will accrue to them from the power to read Latin literature in the original, is so immense, as to impart to the whole argument an aspect that is more than conclusive; it becomes irresistibly ludicrous.

Indeed, it is one of the saddest of truths in connection with our High Schools, that a very small number of their graduates acquire from their schooling any taste for *English* classical literature, or ever afterward become familiar with it. Is it not preposterous, then, to expect that any, thus derelict, will take the pains to read *Latin* literature in the original?

For this second reason, therefore — that the application of familiarity with Latin, acquired in the High School, to the reading of classic literature, is proved by facts to be little better than a pleasant fiction — I would not, in deference to any such argument, make the study imperative.

I turn now to the second class of the two under which the advantages of the study of Latin have been classed; viz: those that are simply vicarious.

Under this head it is claimed, first, that there are so many words in our native tongue derived from the Latin, that the knowledge of that language is a great help to the knowledge of our own; second, that the discriminating exercise of the faculties in learning the Latin syntax and selecting the right English words when translating from Latin into English, is admirable mental discipline; and, third, that the French language, among others, owes so much to the Latin, that those

who are to study French will be greatly advantaged by having first acquired familiarity with the Latin.

The limits to which I must confine myself will not permit me to discuss all the points of this subject in detail, however important and interesting they may be. For brevity's sake, therefore, I shall admit, without qualification, the validity of these claims; and I proceed to ask — do they constitute a conclusive argument for the adoption of Latin as an imperative study in an ordinary High School? Is there not a kind of mirage in the atmosphere before the eyes of those who would answer in the affirmative, that presents the objects before them in magnified outlines, and in hues of unreal brilliancy?

As to the first of these points, it is always better on general principles, when an object is to be attained, to bend one's energies directly on the object itself rather than to make slow and indirect approaches by means of intervening instrumentalities. This is true wisdom — true economy. And making application of the statement, will not far more be gained in the same space of time, and well gained, by our scholars, if they be put directly *upon English*, *for the sake of learning English*, than if they be forced to take a roundabout road through the Latin to reach the same result? Let it be remembered that all the time that a High School scholar may devote to Latin is so much subtracted from what he would otherwise give directly to English; for a proper apportionment of his studies will not allow of two channels of effort to compass a single end. Let it be remembered also, as has already been remarked,— it is what every one conversant with the subject knows well — that the advantages to be gained from the study of Latin cannot accrue to any considerable extent, until after several years of diligent attention to it. Therefore, it is only when those who study it are about to close their school career, although the branches they are pursuing, adapted to their increased ma-

turity, are demanding the possession of a full and free vocabulary, to furnish prompt, accurate and adequate clothing to their thoughts, that they are ready to make application of it to a course of study in English. And as their schooling soon ceases, *that application, in a great majority of cases, is never made.*

Had they not far better, therefore, have been bestowing their time directly on English itself?

But I shall be answered that I am not reaching the merits of the question; for that this is the chief point in the argument: so many of the most current words in English were derived from the Latin that, therefore, a knowledge of Latin is of special importance.

I have not overlooked this prominent consideration; but on the contrary have consciously included it in the scope of my remarks. And to enter more into detail for a moment, I ask what do those English scholars do with Greek, French, German and other derivatives, who have not studied the Greek, the French and the German? Of course they treat them as they treat all Saxon words; simply as components of the language, to be studied and mastered for what they are, *as English words*, without special reference to their origin. And is not this process effective to give a very accurate conception of their meaning, and their value as symbols of thought? It certainly is. Why not then include Latin derivatives in the same category, to be mastered and appropriated in the same way? To understand the original tongue is a valuable aid; but for High School scholars, whose time is very precious, because, in most cases, no subsequent season of mental training is to be anticipated, will not much more be gained by judicious and thorough attention to English itself?

It does not seem to me that this point is problematical enough to be considered an open question. I earnestly wish that two classes, of the same mental calibre and the same

average degree of general culture, could be carried along together through a High School, one studying English directly, under intelligent guidance, and the other approaching their English through the Latin, and the results with the two compared. I am certain that the former would, as English scholars, be far in advance of the latter at every period of their progress, from beginning to end.

Of course, all peculiar laws of signification, derived from the Latin, and indicated by prefixes, affixes, and terminal syllables, would be taught in the study of English; as may be done very thoroughly and intelligently, without further knowledge of the Latin.

The argument in favor of classical study on the ground that it is an admirable medium of mental discipline, I should not take into account, unless it can be proved that the study is of paramount importance for other reasons, and this occurs as an incidental makeweight. For I strenuously urge that, since the methods of study essential to discipline may be connected with branches that are intrinsically valuable as sources of available knowledge, those who control the public schools of the country should never enforce a study for its vicarious advantages alone. The schools cannot afford such an allotment of time. The acquisition of useful intelligence should always go hand in hand with processes of discipline.

The last point to be considered in this connection is, that the French language is so indebted to the Latin that the former can much more readily be learned after familiarity with the latter.

I apply to this point the same considerations that have force with me against the study of Latin as a medium for the study of English. The main objection, in both cases, is eminently practical. Long before our scholars have acquired enough knowledge of Latin to make it useful in the study of French, the latter branch is begun; and I do not believe that the indebtedness of the one language to the other is taken

into account to such an extent, as to render the knowledge of Latin in that connection of any considerable importance. So, from the nature of the case, must it be with the scholars of all similar High Schools. Better, therefore, I am convinced, to save the time devoted to Latin and bestow it directly on the English and the French.

I thus reach the conclusion of this interesting topic. I have consciously subjected myself to severe adverse criticism for the ground that I have taken. For, indispensable as the knowledge of the classics indisputably is in a complete education, much as I value my own limited acquaintance with them, and indebted to them, as I am, for the sources of some of my happiest as well as most useful hours, I have felt bound to lose sight of all such considerations, and take into view only practical facts, as they illustrate and define the sterling interests of those who are to be educated in our High School. I have felt called on to be all the more explicit, because, as was advanced in the outset of the discussion, most educators, who have given attention to this subject, have proved themselves strikingly at fault in this very particular; for they have urged their fond abstractions on the convictions of the community, oblivious that their bold assumptions are often negatived by obvious facts.

Yet, while I cannot recommended that Latin be made an imperative study, I would by no means exile it from the school. If there be those who have confidence that they will not forego their schooling when they leave the school, but will accomplish with their knowledge of Latin those results for which it has been acquired, or if there be those whose advantages at home, from cultured social intercourse, supply in a measure the training in English that is requisite, let them take up Latin when they join the school. But as to all others, and they are many, let the study be earnestly discouraged. It involves a misappropriation of precious time.

The third range of studies necessary to make up the complement of the Course during the first and second years, is still to be supplied.

What those studies should be does not, to my mind, admit of hesitation. There is, first, Physical Geography. The scholars will have already paid some attention to this in the Grammar Schools; for no division of Geography can be intelligently and usefully pursued, without some knowledge of natural phenomena and those great general laws that determine the distribution of organic life; and of the climate, fertility and productions of the earth. But what they will have learned is only cursory and incidental; and the subject, as a separate branch of philosophical inquiry, bearing directly as it does on all the material interests of mankind, and illustrative of the natural sciences, needs to be methodically and comprehensively learned. It is not so abstruse as to be beyond the comprehension of the entering classes, while its concrete relations render it peculiarly interesting. I would assign it the first place in the third range of study.

The next place in this range I would give to Physiology. This branch also, when our Grammar School Course shall have been brought into entire harmony with the Manual, will be taught to some extent in that grade. But it cannot there be pursued with the thoroughness and completeness that its importance demands. The mechanism of the body, the processes of respiration, digestion and nutrition, the circulation of the blood, and the laws of health and disease, have too intimate a relation to human comfort, prosperity, and happiness, to be suffered to pass by in neglect. The facilities for complete and accurate illustration of the study, as in the case of Physical Geography, are so numerous and ready at hand, as to impart to it vivid character and interest, and the youngest scholars in the school will engage with avidity in its pursuit.

To follow Physiology I would suggest that branch of Physics called Natural Philosophy.

No plea can be requisite in favor of this source of practical knowledge, intimately connected, as it is, with the ordinary pursuits of life, and constituting one of the most important elements in the progress of civilization. It has a place in the curriculum of every High School, and the only question is, at what stage of advancement to locate it. For various reasons, that include a calculation for the widest dissemination of its advantages, as well as considerations of convenience, I would place it next in order to Physiology. This would bring it into the last term of the Fourth, or the first term of the Third Class.

I take occasion to appeal to the Board in behalf of this and kindred studies, wherever in the course they may be located, to prepare the way for their successful prosecution by a liberal supply of the necessary facilities for their experimental illustration. It is often a very painful inconsistency and wrong in relation to every grade of the schools, that we demand intelligent teaching based on practical illustrations, (the only sure basis of intelligent teaching,) and yet are negligent about furnishing the means through which alone such teaching can be made possible. The expense of these provisions is trifling as compared with the benefits they confer; the interest, character, vitality, and power of impression they impart to the studies; and I earnestly trust that in future such appliances, among the most important of all current supplies, may not be left entirely to chance, and of a consequence, in good measure to neglect, but may be systematically provided for, at least to some definite extent.

The Philosophical Apparatus, belonging to the High School, is ample and excellent in many respects. But it needs periodical replenishing, to be kept up abreast of the fresh revelations of Science, and to include the improved experiments that scientists are constantly bringing to notice.

I will now arrange the programme of studies for the first two years, in accordance with the previous suggestions.

FIRST YEAR — FOURTH CLASS.

1st Six Months. — English Language and Literature, including, progressively, Reading, Syntax, Analysis, Synonomy, Derivations, Prefixes and Affixes, Composition, and Rhetoric. Three recitations a week.

Latin in place of English, at the option of the scholar.

History, two recitations; Algebra, four recitations; Physical Geography, four recitations.

2d Six Months. — English or Latin, History, as before; Algebra, three recitations; Book-keeping, two recitations; Physiology, four recitations.

Music, Drawing, Declamations, Vocal and Physical Gymnastics, throughout the Course.

SECOND YEAR — THIRD CLASS.

1st and 2d Six Months. — English or Latin, History, Natural Philosophy, as before; Geometry, four recitations.

French may be begun during this year as an optional and extra study.

I ask the careful attention of the Committee to this striking and important fact, that the studies thus arranged as best adapted to the first half of the full course, are also, Latin being optional, precisely those that would be likely to be selected to make up the programme of a two years' course.

The programmes of study for High Schools used to be arranged on this basis: first, to require attention to such branches, without reference to practical utility, as it was thought would best discipline the mind; and afterward to introduce those that can be put to practical use.

At the same time, it has long been an established fact that one-half the scholars who enter our High Schools drop out before the end of two years. Such scholars, therefore, under the old regimen, acquired little or nothing that they could put to appreciable use. I have known scores in class after class, who were morally certain to cease their schooling in eighteen months or two years, confined during the whole period to Analytical Mathematics, Latin and Ancient History.

The imperfection of such arrangements was manifest. And accepting the old basis, without question, as the only proper one for scholars who were to remain connected with the School through the entire course, and therefore to be preserved intact, School Committees, in order to afford those who could remain only two years or less, some practical instruction, began to institute a Shorter Course, constructed of quite different studies.

Members of our own Committee, in past years, acting under the same impressions, have been zealous to engraft a Shorter Course on the curriculum of our School.

But it is a singular fact, that wherever such abbreviated Courses have been put in operation, they have proved very nearly a failure, because the most of those for whom they were instituted have declined to avail themselves of them. Whether pride has persuaded those concerned, as though there were less honor in pursuing the Shorter Course, or whether few of those who enter High Schools are willing to accept it as a foregone conclusion, that they cannot complete the full Course, or what other influences may be at work, I know not; but certain it is, that only a small per cent. of each class adopt the Shorter Course. I have obtained information from so many quarters on this point, as to prove these adverse influences to be almost universal.

Since, therefore, the prosecution of such a course is an interference with the main organization of a High School,

and also involves additional expense, it would certainly be inexpedient to establish it. And it is all the more satisfactory to find, after allotting the studies on a proper basis, that the supposed necessity for such a course disappears.

The principles on which the curriculum should be formed have been discussed, and the studies arranged in appropriate order for two years. The remainder of the task is comparatively easy.

The study of "The English Language and Literature" is to be continued, with the attendant branches, throughout the Course.

History is to alternate with the study of English to a point that can be better determined after a practical experiment of the time requisite to go over the ground that may be thought necessary.

Trigonometry, Surveying and Astronomy alone remain of the Mathematical Course. And the only suggestion that I care to make is, that Surveying should be brought into the season of pleasant out-door weather, so as to be practically exemplified in the streets and the fields. Nothing is more preposterous than to confine within the walls of a schoolroom, to be poorly taught as abstractions, studies that may be made intensely interesting and effective, by being put into active operation out of doors.

The Natural Sciences are to follow each other according to the law of dependence, giving heed to the propriety of assigning Botany to the Summer time, that it may be studied practically in the gardens, fields, and woods.

The Constitution of the United States, and the main features of our political history ought surely to be well understood by the youth of a republic, which entrusts to the hands of its citizens at large the control of its destinies. Some knowledge of the elements of Political Economy, also, should be universally disseminated. As has well been said,

"the relation of capital to labor, the laws of supply and demand, of trade and commerce, the principles which lie at the foundation of national prosperity never needed to be understood more than now. Just emerging from a gigantic civil war, with business deranged and with a heavy national debt, it becomes us to see that the rising generation may, as far as possible, understand the conditions of the problem, how we shall best secure our individual and national prosperity." And the very circumstances that demand the introduction of this study, insure its interested pursuit. For they offer to the selection of the teacher an exhaustless variety of practical illustrations, out of the very heart-life and history of the nation.

Intellectual and Moral Philosophy are branches of study to be found in the curriculi of most High Schools. But I am earnestly opposed to giving a place to the former, and have grave doubts as to the expediency of doing so to the latter. In the first place, Mental Science, dealing as it does with the phenomena of the inward life, "the lights and shadows that come and go on the field of consciousness," is so thoroughly abstract, as to be repulsive to the immature mind. We have the authority of Locke for asserting that an ineradicable disrelish for the metaphysics is often produced, by forcing a too early attention to it, in minds that a few years later may hunger for the nourishment it affords. And we have the authority of familiar observation for asserting that Locke's statement is too often verified. Our Colleges defer the study of metaphysics to the Senior year; and even then, as their graduates will testify, a marked disrelish accompanies its pursuit, except with the few whose minds are predisposed to processes of pure intellection. With the most of High School scholars, who are put upon the study, the word "disrelish" will not by any means express the degree of their revolt.

These facts, it seems to me, should settle the question, and

determine School Committees to eliminate the study from their High School Curriculi. Of course, I offer no disrespect to one of the noblest branches of contemplation and inquiry, when I say that it transcends the inmmature powers of those for whose culture we are providing.

Moral has more concrete relations than Mental Philosophy, and is proportionately more appreciable by High School scholars and interesting to them. Still it is abstract enough, at times, to occasion them sore perplexity, and because in such parts beyond their apprehension, to give them a feeling of repulsion. But this is not the sole objection that weighs with me against it, as a High School study. The nature and bounds of moral obligation are not yet determined, in some of the most important regards, and the *pros* and *cons* of differing theories are brought under discussion in the text-books on the subject. Questions of casuistry, too, are frequent in the progress of ethical inquiry, that seem to leave the laws of obligation unfixed and ambiguous. Now I have sincere doubts as to the propriety of submitting profound moral problems to the judgment of the immature minds of our school boys and girls. It seems as though the admission, involved in the fact of the existence of these problems, that there is a margin of uncertainty in regard to the nature of our moral obligations and the limits of our duty, might tend, with those not old enough to grasp the subject in all its vast and sublime relations, to weaken the sense of moral responsibility. I may exaggerate this danger; still, when I take in connection with it, the objection before considered, growing out of the unsuitableness of the abstract reasoning on the theme to the age of our scholars, I incline to think that the study had better be omitted from our High School Course.

I advance these views without positiveness and with some hesitation. For I am aware that some may regard the study of a treatise on morals as essential to a perfected programme of the School. But, after all, what do the pages of any text-

book on the subject amount to with scholars, as compared with that living text-book, — the life and character of the teacher who goes in and out before them every day? Better than any discussion *about* moral truth, is its concrete embodiment in that teacher, whose thoughts and impulses, baptized in the fountains of eternal life, are evangels day by day of the pure and uncompromising right. Better than any moral problems submitted to the judgments of the scholars, is the teacher's daily attitude of spirit, leaning reverently on the Word, and in every season of perplexity bending his ear to catch the conclusive accents, "Thus saith the Lord." And if, on the other hand, this living text-book be at fault, what number of pages of lifeless reasoning could be trusted to counteract the injurious impression?

Finally, no treatise on Moral Philosophy is necessary to produce reverence for the power, wisdom and love of the Creator. The thoughtful teacher will find lessons to illustrate those sublime topics in every step of the course in the natural sciences, whose facts are, as it were, the audible voices of the Almighty.

A very effective exercise has been had in our High School for the last two years, for the special purpose of enabling those young ladies who intend to be teachers, to review their Grammar School studies, and become familiar with the best methods of teaching them. An opportunity is thus given to all the members of the First and Second Classes, to refresh their memories, and to renew their intercourse with Arithmetic, Geography, &c., at an age when the principles of these branches will be more thoroughly understood than before. I should deeply regret the cessation of this very useful course of study, and suggest its preservation, under the head of "Normal Reviews."

The programme, as thus sketched, gives us the following order of studies for the last two years:

THIRD YEAR — SECOND CLASS.

1st Six Months. — English Language and Literature, with attendant branches, three recitations a week, (Latin the alternative); History, two recitations; Trigonometry, to be succeeded by Astronomy, four recitations; French.

2d Six Months. — English Language and Literature, or Latin, four recitations; Astronomy, Surveying, four recitations; Geology, four recitations; French.

FOURTH YEAR — FIRST CLASS.

1st Six Months. — English Language, or Latin, three recitations; Normal Reviews, two recitations; Constitution, Political History, four recitations; Natural History, French.

2d Six Months. — English Language, or Latin, three recitations; Normal Reviews, two recitations; Political Economy, three recitations; Botany, French.

Those who are fitting for College must, of course, have a programme of study essentially different from the above.

The plan that I would adopt is this completed. I cannot expect that it will coincide altogether with the convictions of the Board. But I have felt it to be my duty to form a decided opinion on every point and fully to express it. What is especially needed, as I believe and have stated, in a previous connection, is a clear conception of the reasons why the several studies that may be adopted have been preferred to others, in order that the Committee may have confidence in their own ordinations and the teachers in the wise application of their energies. Therefore, however widely I may be found to differ with the views of the Committee, I have confidence that they will not consider my labor in this essay to have been in vain.

THE COUNTRY SCHOOLS.

The terms in which I have referred to the Schools thus far, might give the impression that I have only the Schools of the City proper within the sphere of my interest and regard. I am prompted, therefore, to speak of the "Country" Schools with that express and commendatory recognition which their deserts demand.

Among them are some of the best managed Schools in the City. The discipline is effective, while the instruction is on a high plane of thoughtful and suggestive ability. That incidental field of teaching, outside of the text-books, that is dependent on the well furnished and ready mind of the teacher, is evidently not neglected. And this is the more creditable, because the multiplicity of classes would seem to bar out such teaching from any possible opportunity.

SPECIAL APPROPRIATION FOR OBJECT LESSONS.

The Finance Committee of the City Government, in their Report last spring on the appropriations for the ensuing year, advised an appropriation of five hundred dollars to the Schools, for Object Teaching. This was granted by the City Government, and the money placed at our disposal.

It has been expended with a careful endeavor to realise from it what would be most to the advantage of the Schools. Accordingly, reference books adapted to the special range of study of each class, the most approved charts for teaching language, drawing, colors and natural history, and boxes and counters for teaching numbers, have been supplied to each Primary School that is so far graded as to be able to make such appliances available. Sets of measures also, to illustrate the denominate tables, have been furnished to the Grammar Schools.

The advantages derived from the possession of these aids have been striking. I am confident that no corresponding amount of money has ever been expended in behalf of our Schools, that has been more profitably turned to account.

MUSIC AND DRAWING.

During the year, Music, before confined to the upper grades of the Schools as a systematic study, has been introduced into the Primary Schools also; the whole time of the Music Teacher being devoted to the work.

The effect has been marked and delightful. Not only are our scholars, as a whole, acquiring the elements of a scientific knowledge of an accomplishment, through which they will be able better to worship God in the Sanctuary and the Sunday School, to contribute to the joys of the domestic circle and the pleasures of social intercourse, but also they are furnished with a means of happiness in their school hours, that aids the teachers in their discipline, and adds a fresh element of brightness and cheerfulness to the school routine.

But the effect of the instruction in music is so distinctly graduated by the musical capacity and taste of the regular teachers in the Schools, that the fact demands a passing notice. Wherever the regular teacher understands and enjoys the instruction imparted by Mr. White, the singing exercises of every day become a repetition and enforcement of those instructions, and the improvement of the scholars in the science is greatly increased. Life and character, also, are communicated to the exercises and the whole effect and influence are strikingly enhanced. I need not say with what force this fact appeals to the Committee to be careful in stationing the teachers, so that where two or more are to be places together, one, at least, in justice to the scholars, shall be a proficient in music; and when new candidates are added

to the list, a knowledge of music shall be regarded as an essential qualification.

These closing suggestions apply with equal force to Drawing. The most of our teachers are consciously put at an immense disadvantage in their efforts, through want of ability to draw; to express on the blackboard through the hand, promptly and effectively, what they vainly endeavor to impart an accurate conception of by means of words. In the Primary Schools especially, almost the only obstacle, with some of the teachers, to such success as would make their schools models of excellence, is this same inability to draw. One of the most important instrumentalities for training the senses to observe sharply, and the fingers to manipulate deftly and gracefully, is therefore necessarily left in abeyance.

The exercise of Drawing, widely practised as it now is in our Grammar Schools, is exciting, I think, an ever increasing interest, and has been the means of developing instances of remarkable genius. It is to be hoped that the young ladies of the High School, who propose becoming teachers, will remember that the chief advantage they should obtain from the exercise is not skill to copy pictures from flat surfaces, but skill to go to the black board, and promptly and artistically sketch, at a moment's notice, any familiar object that may be named; a flower, a tree, a dwelling, a piece of furniture, a vessel, an animal. Then they will have possessed themselves of an accomplishment that will add immeasurably to their worth as teachers when they shall be put into the schoolroom.

In Prussia, where the Government is very earnest to have the masses trained to habits of rapid and accurate observation, and ready and graceful manipulation, so that they may be most useful to the State, and is resolute to have no opportunities wasted through any unskillfulness, it would as soon authorize the employment of teachers who could not see, as

those who could not draw. And I suggest, for the sake of our own schools, that when new teachers are to be employed, the power to draw shall be considered an essential qualification.

CONCLUSION.

The years wear on, and labor as we may and accomplish as we may, our ideals are always in advance of what is attained. Our schools, many of which have exhibited steady improvement, are worthy, as a whole, of the praise that I have taken great pleasure in bestowing on them. Our system, I feel sure, is excellent, and by every means in my power according to my ability, faithfully visiting the schools to witness their progress and to counsel and assist the teachers in the scenes of their toil, holding teachers' meetings, to avail myself of their invaluable assistance, and in various other ways, I have endeavored to disseminate an intelligent apprehension of the best methods of work, and inspire an earnest and productive zeal. But there is a point at which all external instrumentalities cease to be effective, and that agency must be relied on which alone can crown the work,—*the inherent power of the teacher*. After all is said and done by Committees and Superintendents to make schools better, superior excellence is forever verifying the well-worn adage, "As is the teacher so is the school."

We are happy in possessing many in relation to whom this adage can be repeated with pride. And as our corps calls from time to time for new supplies, is it presumptuous to ask, that the selection may be governed by the momentous truth that it expresses?

Respectfully submitted,

HENRY F. HARRINGTON, Superintendent.

APPENDIX.

Statement of the Schools for the Term ending Nov. 20, 1868.

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1869.	Salaries, 1868.
HIGH. Males,	111	100	98	96	Charles P. Rugg,	$1800
					S. H. Dudley,	1500
Females,	175	167	153	92	Charlotte E. Wheeler,	550
					Mary S. Mendell,	550
					Eliza D. Gardner,	550
					M. E. Chase,	550
Total for High School,	286	267	251	94	S. B. Cornish,	550
GRAMMAR.						
FIFTH STREET,	453	417	392	94	C. F. King,	1500
					Hannah B. Robinson,	450
					E. Emily Cushman,	450
					Betsey B. Winslow,	450
					Mary E. Smith,	450
					Sarah E. Stoddard,	450
					Jane E. Gilmore,	450
					Charlotte C. Carr,	450
					Mary E. Allen,	450
MIDDLE STREET,	246	227	206	91	George B. Buffington,	1500
					Abby A. K. Howard,	450
					Mary B. Gooding,	450
					E. B. Haskell,	450
					Clarissa S. Staples,	450
					C. D. Cory,	450
WILLIAM STREET BRANCH,	202	185	177	96	Mary E. Savery,	500
					Sarah A. Carr,	400
					Mary A. Brightman,	400
					M. K. Almy,	400
PARKER STREET,	442	415	395	95	C. E. E. Mosher,	1500
					Jane M. Gardner,	450
					Eliza C. Lewis,	450
					Annie R. Commerford,	450
					Jeannette P. Hunter,	450
					Eliza J. D. Shepherd,	450
					Martha M. Hemenway,	450
					Helen M. Gordon,	450
					Elizabeth Russell,	450
Total for Grammar Schools,	1343	1244	1170	94	Drusilla W. Sears,	450
PRIMARY.						
HILL,	102	97	90	92	E. P. Spooner,	450
					Kate Commerford,	400
MERRIMAC STREET,	198	181	167	92	Sarah H. Hewins,	450
					Louisa A. Arey,	400
					Sarah E. Thomas,	400
					Ella Lincoln,	400
MAXFIELD STREET,	158	139	128	92	M. B. White,	450
					Sarah E. Field,	400
					Maria L. Whitney,	400
CEDAR STREET,	206	192	178	93	M. L. Blake,	450
					Annie S. Homer,	400
					H. S. Macomber,	400
					Louisa S. Heath,	400

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1869.	Salaries, 1868.
KEMPTON STREET,	234	197	189	96	Patience R. Almy,	$450
					Eleanor Commerford,	400
					M. E. H. Ottiwell,	400
					M. E. Brownell,	400
BUSH STREET,	216	194	178	91	Sarah H. Cranston,	450
					Jane C. Finkill,	400
					Anna M. Bailey,	450
					Clara E. Webster,	400
SIXTH STREET,	197	173	158	92	Ruth H. Brady,	450
					R. A. Cranston,	400
					Sarah L. Spare,	400
					E. H. Sanford,	400
DARTMOUTH STREET,	112	110	96	87	C. L. Chase,	450
					Esther M Cook	400
					Abby D. Whitney,	400
GRIFFIN STREET,	69	62	54	86	Abby F. Bryant,	450
					L. B. Sears,	400
ARNOLD STREET,	40	37	34	93	Susan M. Tompkins,	425
Total for Primary Schools,	1532	1382	1272	94		
COUNTRY.						
GROVE,	115	95	83	87	Lucy J. Remington,	450
					E. Wilcox,	400
ACUSHNET,	64	54	50	93	Sarah D. Ottiwell	650
ROCKDALE,	46	41	37	90	Lucia Cobb,	300
					Lucy P. Hathaway,	500
CANNONVILLE,	78	69	62	90	Emma R. Wentworth,	550
					M. J. Leary,	450
CLARK'S POINT,	26	23	21	93	Jane C. Thompson,	400
FARM,	44	38	37	97	Lizzie P. Briggs,	375
NORTH,	28	27	22	81	Mary A. Coe,	400
PLAINVILLE,	18	15	12	82	M. B. Hinckley,	400
Total for Country Schools,	419	362	324	93		
UNGRADED,	89	71	57	80	Nehemiah Lincoln,	1400
					Amelia Lincoln,	400
						pr wk
NORTH EVENING,	112				Jane E. Gilmore,	$4.00
					F. Wilcox	3.00
					Abby D. Whitney,	3.00
CENTRE EVENING	94				Patience R. Almy,	4.00
					E. B. Haskell,	3.00
					M. A. Bowman,	3.00

Frances G. Hersey, teacher of Drawing, ... $500
Jason White, teacher of Music, ... 1000

Fractional parts, being unimportant, have been disregarded in this table.

1869.—CITY DOCUMENT No. 9.

REPORT

OF THE

WATER COMMISSIONERS.

City of New Bedford,
1st mo. 2d, 1869.

The Committee on Water herewith make their fourth quarterly report by submitting for your consideration the Report of the Water Commissioners, December 28, 1868.

For the Committee,

ANDREW G. PIERCE, Chairman.

In Common Council,
January 2d, 1869.

Received and with the accompanying Report of the Water Commissioners, ordered on file and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

In Board of Aldermen,
January 2d, 1869.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT.

OFFICE OF BOARD OF WATER COMMISSIONERS,
NEW BEDFORD, Dec. 28, 1868.

Hon. Andrew G. Pierce, Chairman of Water Committee of the City Council:

DEAR SIR:—At the close of the year we omit the usual monthly statement of disbursements, for the reason that the amounts paid during the past month are contained in the aggregates of total expenditures, as hereinafter exhibited.

In our Report of one year ago we intimated our expectation that the past season would witness the introduction of water into the city. So anxious were we to accomplish this that we made a change in the contract for building the couduit, making an advance in the prices therefor. All of the contracts, at the beginning of the year, were so arranged that we had reason to hope, from the reputation and energy of the contractors and the express stipulations of the contracts, most of which carried a penalty in case of non-completion at the dates designated, for a completion of the work during the year. In this we have not been successful. The unprecedented wet weather of the summer has seriously interfered with the contractors, and the scarcity of laborers has also been urged by them as an excuse for this delay.

The work upon the brick conduit has been carried on, during the past season, between the City and the Head of the River. The greater portion of this section has been finished. The brick pipe has been laid, during the year, a distance of about 9,200 feet, making with the distance of last year (4,400 feet) an aggregate completed of about 13,600 feet.

Nothing has been done to the Receiving Reservoir during the year. The amount of work necessary to complete it is comparatively small, and can be accomplished in a few weeks whenever undertaken.

The culvert leading from the receiving reservoir to the pump-well, and also the pump-well and engine-house foundations, have been completed. The execution of this work, apart from the delays attending it, has been satisfactory to us.

The walls of the Engine and Boiler House are finished, and the roof is now being placed upon the building. The style of the building and the workmanship upon it are creditable to the architect and the builder.

The engines and boilers and pumps have been received and are now being placed and adjusted at the engine-house. No test of their powers and efficiency has yet been made.

Work at the Mount Pleasant (distributing) reservoir has progressed with great slowness during the year, but the embankment and puddling thus far we believe to have been done with faithfulness. It will require about three months of labor, with good weather, to complete this part of the work.

Between the engine-house and distributing reservoir about 1700 feet of the pumping-main of cast iron (16 inches in diameter) has been laid. About 500 feet in addition will be required to complete the pumping-main.

Nearly all of the distribution pipes called for, by the vote of the City Council, have been placed in the streets. The kind and length of pipes laid is as follows:

Of cast iron pipe, 10 inches,		3,900 feet.
" " " " 6 "		1,450 "
" cement lined pipe, 12 inches,		6,200 "
" " " " 10 "		5,725 "
" " " " 8 "		7,600 "
" " " " 6 "		9,540 "
" " " " 4 "		22,302 "

There have been set 48 stop-gates and 73 fire hydrants. There will probably be added the coming year 17 hydrants.

There yet remains to be laid about 4,200 feet of 6 inch cast iron pipe in Water street, and 153 feet of 10 inch cast iron pipe in Purchase street. This will be completed early next season.

We have had no means as yet of testing the cement lined pipes, which constitute the larger proportion of our distribution. Yet we are of the opinion, which is confirmed by that of experienced persons from other cities who have examined the pipes as put down in our streets, that the firm material upon which these pipes rest, and the skillful and painstaking manner in which the contractor has performed his work, will secure to us a satisfactory and serviceable distribution. In fixing upon the streets to be used for these pipes, we have had regard not only for the probable wants for consumption of the water, but its availability for the extinguishment of fires.

The subject of service pipes, leading from the Mains to the buildings has had our attention. We shall be prepared at any time to confer with the Committee of the City Council in relation to the adoption of some uniform method of taking the water from the street mains. It will be necessary for the safety of the water-pipes to make some more stringent ordinances, or to enforce more rigidly those now existing. Already we are meeting with difficulties in the interference with the pipes from the free, unregulated and unauthorized opening of the streets by abuttors for drains and other purposes.

In the month of February last we met with a serious accident in the breakage of the Dam at the Storing Reservoir. As this accident has been the subject of a special communication it is unnecessary now to repeat the statement heretofore made. The repairs which have been going on during the summer and autumn are nearly finished. The expenditure upon this part of the work has been very large and greatly

in excess of the original estimates. This increased cost has arisen partly from the unfavorable season, but more especially from the unanticipated and serious difficulties encountered in procuring a safe and reliable foundation. We have felt it our duty, in view of a possible repetition of this disaster, to spare no pains and to omit no precaution, even although it involved the outlay of a larger sum than might originally have seemed sufficient. The Dam is now so far completed that the storing reservoir can be filled whenever it is desired.

The total expenditure up to this date is $347,844.65, and may be classified under the following items:

Storing Reservoir,	$44,231.50
Conduit,	85,464.27
Receiving Reservoir,	14,873.50
Distributing Reservoir,	18,438.67
Pump-well and Culvert,	16,561.41
Engine and Pumps,	31,047.75
Distribution-pipes and Hydrants,	78,672.16
Engineering,	14,706.65
Inspection,	3,955.48
Salaries,	3,600.00
Homestead of White,	4,000.00
Miscellaneous,	4,954.64
Repairs of Dam and Damages,	12,992.15
Preliminary Survey, &c., prior to appointment of Commissioners,	2,605.34
	$347,844.65

For the completion of the work, the following estimated additional amount will be required:

For per centage retained on work done,	$24,371.63
Completion of Conduit,	83,312.56
Receiving Reservoir,	1,772.00
Engine House and Fixtures,	14,994.97
Engines and Pumps,	1,000.00
Distributing Reservoir,	20,998.00
Distribution-pipes,	3,000.00
Engineering and Inspectors,	8,000.00
Contingencies,	15,000.00
	$172,449.16

In the above list we have omitted the estimate for land damages for the reason that we know of no rule by which to compute them. We have endeavored faithfully to settle all claims for flowage, right of way and land for reservoirs, without recourse to legal proceedings, but in some cases we find the views of owners so extravagant and excessive that we have deemed it prudent and necessary to refuse the payment of the amounts demanded. With the great majority of land owners, however, we have found no disposition to ask for unreasonable damages, and we have, by allowing liberal compensation, settled a very large proportion of these claims.

The amount of unexpended appropriations now standing to the credit of the Commissioners, is $52,155.35. In addition to this sum there will be needed during the coming year, appropriations sufficient to complete the work.

WILLIAM W. CRAPO,
WARREN LADD,
DAVID B. KEMPTON,
} Water Commissioners.

1868—CITY DOCUMENT NO. 10.

HEALTH OFFICER'S REPORT

FOR 1868.

NEW BEDFORD, Jan. 1, 1869.

To His Honor, Andrew G. Pierce, Mayor, and to the Gentlemen of the Board of Aldermen of the City of New Bedford, constituting the Board of Health:

The third year, during which the existing arrangements in relation to the Health Department of the city have been in operation, closes with a clear conviction on my mind and upon the minds of the inhabitants, that the measures your board have inaugurated and carried into effect, have been attended with the most beneficial and satisfactory results.

Not only have the laws been enforced, and causes of suffering and disease been prevented or removed, but there has been diffused among the people a healthy tone of feeling and opinion, and to an extent never known before in our community the great laws which govern the origin and spread of disease are recognized, respected and obeyed.

Our plan of operations although simple is effective; and it is not believed that any further legislation, state or municipal is called for.

The fact that the Health Officer who is the representative of the Board of Health is constantly on duty, and is always

to be found, at regular seasons, at his office central and accessible, is the important feature of our arrangement.

It relieves the great body of the inhabitants from all anxiety upon the subject; it gives an opportunity for prompt and effectual complaints on the part of those who believe themselves improperly and illegally annoyed; and it gives assurance of vigilant and decisive action when an offender can only be reached by the application of the law.

The Address of the Mayor to the inhabitants, dated March 28, 1868, a copy of which is herewith sent you has been extensively circulated and with excellent results. With the great majority of the people it is the only reminder called for to ensure a compliance with duty and the laws. Copies of the forms used by me also accompany this.

From the police of the city I have continued to receive all needful co-operation. They have not failed to extend to me that assistance which their position enables them to give in the detection of nuisances and their promp abatement.

I send with this, a communication addressed by me to a committee of your body, October 29, 1868, which I beg leave to make a part of this report.

Respectively submitted,

T. D. COOK.

NEW BEDFORD, Oct. 29, 1868.

To Messrs. Chisholm and Cornell, Committee of the Board of Health:

GENTLEMEN: — I cheerfully comply with your request for information in relation to the operations of this office for the past year.

You will readily see that a very large part of the labor performed by the Health Officer cannot be made a matter of record; nor need it be.

The constant readiness to hear the complaints of those whose rights are infringed, when, and promptly and efficiently to act in the matter of such complaints, form a large part of the operations of the office. The very fact that such an officer exists, delegated with authority from your Board and prepared to enforce the laws under your directions, is a powerful and constant restraint upon all who may feel inclined to violate the laws in relation to the preservation of health. Too much importance cannot be attached to this consideration.

For the general plan of operations of the Health Officer and its results, you are respectfully referred to the annual addresses of the mayor of the city and the reports which have been annually published with the city documents.

These papers bear satisfactory evidence of the salutary results of the plan of operations in relation to the public health which has been pursued for the past three years.

With regard to the operations of the year past, as far as they have been made a matter of record, I will state, that during the year there have been 206 complaints made at the office, and about as many more while I have been passing through the streets, to all of which attention has been paid by verbal or printed notice.

Every case of this kind embraces the duty of hearing the complaints, issuing the notice, and finding out by personal inspection if the notice has had attention on the part of the individual notified. In all cases where the notice has been disregarded, a notice has been preferred in due form of law and served by the city marshal.

I feel well convinced that the appointment of a Health Officer, has been a most important movement towards the preservation of the health of the city, and I believe that you will unite with me in the opinion that the compensation which has been allowed me does not exceed a fair remuneration for the time and labor bestowed.

Respectfully yours,

T. D COOK, Health Officer.

Messrs. CHISHOLM AND CORNELL.

ADDRESS.

CITY OF NEW BEDFORD.
OFFICE OF THE MAYOR, 3d mo. 28th, 1868.

To the Inhabitants of the City of New Bedford:

The measures which have been in operation for the last two years for the preservation of the health of the city, have been attended with very satisfactory results, and have met the approval of the inhabitants.

The Mayor and Aldermen have therefore determined to maintain them, and the object of this address is to call the attention of the people to the fact, and to point out the duties which by law the inhabitants are called upon to perform, and the methods by which these obligations are to be discharged and enforced.

The first and most important duty in this respect is that the city be made clean and kept clean.

This must be done and will be done; if the people will not do this for themselves, the law requires the authorities to do it for them *and at their expense.*

The law requires of you—

1st. To have suitable *drains*, *vaults* and *privies* to your tenements.

2d. Not to allow accumulations of stagnant and impure water on or about your premises.

3d. To be careful that on no part of your premises there be found any accumulations of decaying vegetable or animal substance, but to see that everything of that character is at once removed.

4th. That you cause your sinks, drains, privies, cellars and yards to be kept free from all accumulations that endanger health.

It is your duty to place all the accumulations from your premises in such condition and situation that they may be conveniently taken away by the city carts when they pass through the streets for that purpose.

A Health Officer has been appointed for the present year.

It will be his duty to give you his aid and advice in your efforts to obey the laws, and also to see that the laws of the State and the ordinances of the city in relation to the preservation of health are obeyed. He will be found at his office in the basement of the City Hall.

In furtherance of this important object all persons aware of the existence of a nuisance in any part of the city are urgently desired to give the Health Officer notice of the same without delay.

ANDREW G. PIERCE, Mayor.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of the City Hall, ———, 186 .

To ———:

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon ——— street, at No. —, and occupied by ———, there exists a nuisance dangerous to the public health, ————.

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must be forthwith abated, and I hereby order you to remove such nuisance within ——— after service of this notice upon you, under the penalties provided in the 26th chapter of the General Statutes, section 8.

———— ————,

Health Officer of the City of New Bedford.

———

CITY OF NEW BEDFORD,
HEALTH OFFICE, ——, 18 .

To ———,

You being the owner of land and premises situated upon ——— ——— in said New Bedford, upon which exists a nuisance and source of filth, which said nuisance and source of filth exists and is contained in a ——— ———

I hereby order you to remove at your own expense said nuisance and source of filth within ——— ——— from the time of the service of this notice upon you.

This notice is given you in accordance with the provision of the General Statutes chapter 26, section 8.

———— ————,

Health Officer of the City of New Bedford.

IN BOARD OF ALDERMEN,
Jan. 2, 1869.

Received and with the accompanying documents, ordered to be printed.

HENRY T. LEONARD, City Clerk.

CLERK'S OFFICE.

City of New Bedford, March, 1869.

To Persons having Claims against the City.

It is very desirable that persons furnishing materials or service for the City, should carefully note the name of the individual ordering the same, and inquire to what department the charge shall be made.

When there are charges belonging to different departments, separate bills must be made, including only charges belonging to each department. What these are may be readily seen by reference to the foregoing accounts.

Every bill should specify what the article or articles were for, and when for labor, when and where it was performed.

The claimant should have his bill approved by the person authorizing the charge, and then presented to the City Clerk.

All bills thus prepared and presented to the City Clerk, at or before 12 o'clock M. of the Saturday previous to the meeting of the Committee on Accounts, will be laid before said Committee at their next meeting.

No bill or account against the City will be acted on by the Committee on Accounts, unless it shall have been prepared and delivered in accordance with the foregoing regulations.

Bills allowed by the Committee on Accounts will be payable at the Treasurer's office on the Thursday following the meeting at which they were passed.

Meetings of the Committee on Accounts will be held in the afternoon of the first Tuesday in every month at 2 1-2 o'clock.

HENRY T. LEONARD, City Clerk.

CITY DOCUMENTS.

MAYOR'S ADDRESS

TO THE CITY COUNCIL;

CITY GOVERNMENT;

AND

REPORTS OF COMMITTEES,

For the Year 1869-70.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1870.

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1870.—CITY DOCUMENT No. 1.

INAUGURAL ADDRESS

OF

GEORGE B. RICHMOND,

MAYOR,

TO THE

City Council of New Bedford,

DELIVERED BEFORE THE

TWO BRANCHES IN CONVENTION,

January 3, 1870.

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1870.

ADDRESS.

GENTLEMEN OF THE CITY COUNCIL:

We are convened according to the requirements or our city charter. We have asked Him who knows all hearts, to guide us in our official duties. We have taken upon ourselves the sacred obligations of an oath to be faithful to the trust confided to us by our fellow-citizens. I desire, while congratulating you upon the pleasant auspices under which we assume these responsibilities, to assure you of my cheerful and hearty cooperation in every effort you may make to secure the prosperity and maintain the honor of our beloved city.

There was a time, fresh in our memories, later than our boyhood days, when all the enterprise and capital of New Bedford was centred in the whaling interest. Generous profits then rewarded the investments of our merchants, and our industrious and skilful mechanics found themselves rapidly accumulating wealth. Prosperity was in our borders; and it was the honest pride of our citizens to boast of her extended fleet, sailing upon every sea, and bringing home wealth from every bay and ocean. The sea was regarded as our treasure-

house, whose supply was exhaustless; and the world was the ever ready customer for our staple. A change has come over this pleasant dream. While the whaling business is still pursued with an energy worthy of all praise, and is still the leading enterprise of our city, for reasons beyond our control the fleet has been rapidly dwindling, and the profits of the fishery do not, as once, tempt to new investments in this direction. Capital, of course, has sought other investments, and has found most of them, I regret to say, abroad. It is a matter of congratulation, however, that gradually but steadily, wealth is finding channels for profitable employment at home. The whistle of the steam engine, heard morning, noon and night, tells where the busy hand of labor is at work.

It gives me pleasure to refer to the growing prosperity of manufacturing interests in our city. In beauty of situation, in healthfulness, in adaptation to the requirements of extended manufactures, as well as of large commerce, New Bedford has no superior. Capital, invested in manufactures, should be as remunerative here as in Fall River, Taunton, or Worcester. With ample railroad facilities for the transportation of the raw material and the finished product, we have also the cheaper means of transit by water. No inland city has such advantages as ours possesses;

and with capital judiciously invested, skilled labor called into employment, and our young men and women rightly educated, we can make it as thrifty in manufactures, as it was in its palmiest day in whaling. I am by no means inclined to despair of our commercial prosperity, but the great hope for the future must rest upon the multiplication and growth of manufacturing enterprise. Let us, gentlemen, strive to realize that hope, that not only may our wharves be laden with the wealth of the ocean, but that the music of the spindle and shuttle, the cheering sound of the hammer and anvil, and the noise of countless artisans, may be heard throughout our streets.

I desire, gentlemen, to call your attention to a few of the subjects that will demand your careful thought for the ensuing municipal year.

FINANCE.

I have received from the Collector of Taxes an account of his receipts and payments for the year 1869. And here I desire to pay my tribute of respect to him who has for so many years labored with zeal and efficiency for the financial interest of our city. May his life and health be preserved for years to come, to the blessing of his family and the good of this community.

The assessment for the year was	$365,227.00
Of this amount, there has been collected	356,321.02
Leaving uncollected	$8,905.98

The payments and other credits which belong to the account of the Collector of Taxes are as follows:

Payment to the State Treasurer,	$49,425.00
Payment to the County Treasurer,	19,461.85
Discount for prompt payment,	17,473.70
Remittances by the Assessors,	1,011.45
Payment to the City Treasurer,	268,949.02
	$356,321.02

The State and County taxes make a large proportion of the assessments of the city. In the year 1869 they constituted nearly one fifth of the amount.

There has been received from the Treasurer of the Commonwealth, as our city's proportion of the State corporation tax, the sum of $31,764.84. This, I learn, is about three thousand dollars in excess of the sum received by the city for the year 1868, from the same source. As the rate of taxation for the city and the average rate for the Commonwealth were identical for the year 1869, the amount received by us was the same as it would have been had the property from whence it is derived been assessed and collected by our officers.

Of this sum received, $25,000 was anticipated by a deduction of that amount from the aggregate

of the appropriations for the year, before they were committed to the assessors.

Deducting that amount from the sum received, there remained a balance of $6,764.84, which was entered by the City Treasurer upon his books, under the head of unappropriated taxes.

THE PERMANENT DEBT OF THE CITY.

This debt is represented by bonds, which have from time to time been issued for the ordinary expenditures of the city, for the demands made upon us for the war of the rebellion, and for the construction of the New Bedford Water Works. No part of the issue for the last two named purposes has yet been redeemed.

The bonds issued previous to the war, now outstanding, amount to a little over one hundred thousand dollars, and are being paid at the rate of about twenty thousand dollars per annum. All the issues of our bonds have been so arranged that in no year is there matured a larger sum than twenty thousand dollars. This renders the payments, on account of our bonded debt, easy and certain, securing the inhabitants against the assessment of a heavy amount in any one year, and giving assurance to those who are holders of our obligations that they will be fully and promptly met.

The whole amount of bonds now outstanding is $688,000. The water bonds included in the above amount to $400,000. The payment of the water bonds commences when all others will have fallen due and are cancelled; and the payment, which begins in the year 1885, will end in 1904, when the last are made payable.

TEMPORARY DEBT.

Our temporary debt is one hundred and sixty-six thousand dollars ($166,000.)

The special appropriations of the year 1869 have caused this large amount of temporary indebtedness. No sale having been made of the bonds authorized by the City Council to meet an appropriation of one hundred thousand dollars made for the water works, the whole amount of the outlay upon the works has been met by temporary loans.

The amount of special appropriations for 1869 having been very large, an increase of our temporary indebtedness will be required before these expenditures are completed and arrangements can be made for the necessary funds by assessment or otherwise.

SPECIAL APPROPRIATIONS.

These, for the year 1869, have been as follows:

Water-works,	$200,000
Rural cemetery,	6,000
Oak Grove cemetery,	5,000
Sycamore street sewer,	2,500
Water street sewer,	700
Tripp's Brook sewer,	20,000
New steam fire engine,	4,300
	$238,500
To this sum is to be added the deficiency in the appropriation of 1866, for water purposes,	5,000
Making an aggregate of appropriated, for which no provision has been made.	$243,500

It will be seen that these appropriations are to be divided into two classes. That for the New Bedford water works is but a continuance of the plan of operation contemplated when the enterprise was commenced. No payment but that of the annual interest upon the outlay for this purpose, has ever been contemplated until the maturity of a portion of the bonds, in 1885. When these appropriations for the works were made, it was supposed that the whole amount would be met by the sale of the bonds.

Bonds for one hundred thousand dollars of the amount were ordered by the City Council and prepared by the City Treasurer, but as a sale could not be effected at par, it was thought best to resort to a temporary loan rather than dispose of the

bonds at a discount. The same arrangement, I understand, was contemplated with regard to the other moiety of the water appropriation, but as no further issue of the bonds could be made without the consent of the General Court, the same course was pursued.

Arrangements, the character of which are familiar to you all, and to which I shall presently call your attention, are now making, which, when completed, will probably render the issue of the bonds authorized and prepared unnecessary, as far as the appropriations for the works have already been made, and will also render unnecessary an application to the legislature.

The other class of the appropriations is of a character which it has been the wise policy of the city to include in the annual assessment. These amount to thirty-eight thousand five hundred dollars. What part of the outlay upon the sewers will be assessed upon the abuttors is not yet known to me. Whatever amount may be received from this source will so far reduce the sum of the general appropriation for the year 1870–71.

The result of the action of the General Court relating to the New Bedford and Fairhaven bridge, has created a large claim, for which it will be your duty to make provision. The sum allowed the proprietors of the bridge, with the interest from

the date, when, by order of the Supreme Court they were entitled to payment, constitutes a portion of this claim. The larger demand is that which is laid upon us by the obligation to construct and keep in repair by far the largest proportion and most expensive part of the highway, which has been laid out by the legislature on the site of the bridge. To build this road and to put it into a good condition, and provide the means for meeting the necessary expenses, rests upon us as a legal obligation. This outlay upon the road, added to the sum due the bridge proprietors, will, it is believed, amount to rising forty-five thousand dollars, and this sum, added to the special appropriations, make it clear that nearly ninety thousand dollars will be required in addition to the ordinary appropriations, to sustain the operations of the city government for the financial year commencing in March next.

This somewhat sombre aspect of our financial affairs is lightened by the consideration, that there is every reason for us to believe that our city will soon receive from the executors of the estate of Sylvia Ann Howland the large sums of money which she bequeathed us, and which has so long been withheld. The bequest, which we are confident we shall so soon receive, is exactly the amount of the appropriation for the water-works.

It will pay our temporary loan and provide for a continual expenditure to the extent of the limits of the provisions made by the city council. This happily disposes of this part of our financial responsibilities. Should an extension of the water-works be found expedient, the outlay required by such extension will call for a further issue of bonds. The right to such an issue of one hundred thousand dollars still remains unused.

BEQUEST OF SYLVIA ANN HOWLAND.

It is well known to you and our fellow-citizens that Sylvia Ann Howland, late of this city, bequeathed to the city of New Bedford the sum of two hundred thousand dollars. After years of doubt and delay, the legal impediments which withheld her bounty are about to be removed. Of the simple financial aspect of it, I have already spoken. The money will, as I have reason to believe, soon be received; and this assurance comes to us at a time when a feeling somewhat allied to embarrassment had begun to connect itself with our fiscal affairs.

I feel, gentlemen, that we have another duty to perform. Having received this munificent gift, with gratitude and admiration of her who has willed it, it is our duty to carry out her wishes to

the fullest extent. Her desire for the introduction of the water-works has been realized by us; and her gift of one hundred thousand dollars anticipated; and the gift will be fulfilled when it shall be applied to the liquidation of the debt they have created.

The conditions connected with the other moiety of the bequest will call for great care and much thoughtful attention on the part of the Council. Here and at all times it should be borne in mind that this munificent gift was not given that we might thereby make a trifling saving in our annual appropriations.

The cause of education and of a high and extended intellectual culture, as I understand, called, in her view, for means and appliances beyond those which it had been usual to provide for in the annual appropriation. This sentiment, so enlightened and honorable, I understand, she expressed to those who had the charge of giving a legal validity to her wishes with regard to her property.

As soon as circumstances shall call for action on your part in relation to these bequests, it will become your duty to give a rightful and permanent direction, by ordinance, to the investment of the funds and the application of their income.

When this shall be done, I feel it will be your pleasant duty to have prepared, in some simple,

expressive and enduring form, a memorial of this act of enlightened liberality.

PUBLIC SCHOOLS.

No one appreciates the value of our public schools more than myself. Those of us who have children to be educated in them have a direct personal interest in their good management and success.

If the moral tone of these schools is elevated, if the pupils are trained to habits of attention, of industry, of thoroughness in study, and to a love of truth, their graduates will be fitted for the practical duties of life. I feel an honest pride in the past success of our schools, and the high standard to which they have attained, and hope that in the future they will be more powerful in training the intellect of our youth; and I am glad to recognize here the valuable services of the accomplished and faithful superintendent, who, I am satisfied, desires to make them the model schools of the State. In every reasonable effort thus made by him, and in every practical movement of the school board to give the schools a higher character, morally and intellectually, I trust you will gladly cooperate.

And yet, though very much has been accomplished, I feel it my duty to say, the expectations of our citizens are not fully realized. It will be your

duty, gentlemen, who appropriate the large sums required for their support, to inquire whether the money expended secures all that is fairly to be expected from the outlay.

I learn from the Superintendent, that the amount expended by this department during the calender year, was $61,668.33

this includes bills audited to be paid next Thursday.

The annual appropriation was	$58,000.00
Showing an excess of expenditures over the appropriation of	$3,668.33
The number of scholars in the schools last year was	3,517

FIRE DEPARTMENT.

The fire department comprises, in active use, four steam fire engines, one hand engine, and one hook and ladder company, and employs 126 men and 12 horses. I desire to express my admiration for the thorough and efficient organization of this department. It has always been cherished by our city government with the greatest care; and may we render all the aid that may be necessary to sustain it, not only for our own protection from fire, but to encourage those who are ever ready to jeopardize their lives to protect our property.

The reports of these departments, and also of the free public library, overseers of the poor, and

of the water commissioners, you will duly receive, and I trust that we all shall give them that careful scrutiny which their importance demands.

THE ENFORCEMENT OF THE LAWS.

We enter upon our duties under somewhat peculiar circumstances. On the 6th of December last, amidst a driving wintry storm, the people expressed their will at the ballot box. In the municipal canvass, the plain issue was "Temperance upon the principle of Prohibition." It was fairly presented and fully joined. The contest was thoroughly fought, and the result, after the largest vote ever cast in the city, was the triumph of Prohibition. The Mayor and Aldermen were elected as the representatives of that principle, while a majority of the Common Council are opposed to it.

I am satisfied, gentlemen, that we all desire the best welfare of our city, though we may differ as to the means by which it is to be secured. On certain points we cannot disagree. We all recognize and deplore the evils of intemperance, and concede the necessity and importance of efforts to remove them; and though some may question the expediency of prohibitory legislation, the constitutional right of the Legislature to adopt it has been solemnly affirmed, and it is not therefore a matter

of dispute. Of course we agree in this also, that no doubt as to the expediency of a statute can excuse the neglect to enforce it. Agreeing, as I think we must, in these particulars, I see no obstacle to harmony, so far as our action touches the question of temperance. And this question of temperance, gentlemen, touches every interest of the citizen, every interest of society, every interest of our city and the state. An examination of the statistics of the correctional and charitable institutions of the state, and the inspection of the vital statistics, will show how frightful is the cost of intemperance; how it fills alms-houses and prisons; and how it sends annually to drunkards' graves, the flower of youth and the beauty and strength of manhood. You, gentlemen, can call to mind many, endowed with the brightest intellects, and full of generous impulses, gifted with wit and eloquence, and fitted to adorn high stations, who have fallen by the wayside, victims of this vice. We come here this morning, fresh from our New Year greetings in pleasant homes. But there are homes within our city full of wretchedness and misery and want, which rum-drinking has caused. And there are other homes, where refinement and plenty abound, where its desolating hand will be laid on a father or son, and their happiness blighted. We

cannot shut our eyes to this evil, nor should we ignore the cause of all this misery.

I have no insane idea that this curse to the individual, to the family, to society, and the state, can be thoroughly eradicated. I indulge in no Utopian dream, that this world can be made the abode of perfect purity and bliss before the millennium. But the higher the standard, the higher the point that will be reached; ordinarily, the more that is attempted, the more will be gained.

The wise statesman and the Christian philanthropist will seek the suppression of an evil, that so it may be restricted within the narrowest limits. In this spirit, and with this aim, the prohibitory law was enacted. I do not claim that the statute is perfect in its details. Its grand principle, the entire forbidding the sale of intoxicating liquors as a beverage, is as noble as the design of the law is benevolent. Its object is to protect society; to drive away as far as possible, one of the deadliest temptations; it shuts up sources of poverty, disease, degradation, and crime; and saves from ruin the tempted. It says to the rumseller, You have no right, for gain, to destroy man, the noblest work of God; to fit him for the alms-house, the hospital, or the prison, and tax the public for his support. It imposes upon the seller, fines and imprisonment,

and makes him a participator in the crimes resulting from his illegal sale of intoxicating drinks.

I regard the object and design of the law as wise and humane; a law calculated, by its impartial enforcement, to aid in the highest degree, the efforts which the noble temperance organizations are making; a law which has done, and will do, more to diminish pauperism and crime, to increase the public wealth, to lessen the burden of taxation, than any statute ever enacted.

I recognize the responsibility devolving upon me, as the result of the recent election. I do not shrink from it, because I feel that there is a Power above, who can and will make the weak strong, and is ready to impart wisdom to all who ask for it.

My duty as chief magistrate is to see that all the laws of the state and the ordinances of the city are duly enforced. One of these laws is the prohibitory statute. It will receive just that attention which every other criminal law demands. I shall seek its enforcement just as I shall seek the enforcement of laws against gambling, counterfeiting, theft, and murder. In a judicious, and above all, in an impartial enforcement of this and all laws, I feel I have a right to ask your cooperation, and am confident of the support of the great body of our constituents.

GENTLEMEN OF THE COUNCIL:

I close with the expression of a single wish; that, looking to our Heavenly Father for guidance and direction, we may endeavor to administer the great trust committed to us, upon the principles of right and justice, so as to meet the reasonable expectations of our constituents, and above all secure the approval of our consciences.

1870—CITY DOCUMENT No. 2.

GOVERNMENT

OF THE

CITY OF NEW BEDFORD.

1870.

MAYOR.

GEORGE B. RICHMOND.

ALDERMEN.

Ward 1—JOSHUA W. FROST.
Ward 2—JOSEPH BUCKMINSTER.
Ward 3—GEORGE G. GIFFORD.
Ward 4—CALEB L. ELLIS.
Ward 5—HUMPHREY W. SEABURY.
Ward 6—ISAAC C. SHERMAN.

COMMON COUNCIL.

PRESIDENT—CHARLES M. PEIRCE, JR.

Ward One.

CHARLES M. PEIRCE, JR.,
HENRY C. HAZARD,
JONES ROBINSON,
ELIAS STAPLES.

Ward Two.

BENJAMIN F. H. REED,
EPHRAIM CHANEY,
JOHN McCULLOUGH,
JOHN F. SWIFT.

Ward Three.

JOB ALMY,
RUFUS A. SOULE,
WILLIAM T. SOULE,
THEODORE W. COLE.

Ward Four.

JAMES C. HITCH,
JOHN H. MACKIE,
JOHN H. THOMSON,
JOSEPH G. DEAN.

Ward Five.

HUMPHREY A. GIFFORD, JR.,
JOHN H. DENISON,
WILLIAM H. MATHEWS,
CHARLES W. BOOTH.

Ward Six.

SAMUEL C. HART,
BENJAMIN T. BOOTH,
SAMUEL H. POLLOCK,
WILLIAM J. BOWEN.

CITY CLERK.

HENRY T. LEONARD.

CLERK OF THE COMMON COUNCIL.

WILLIAM A. CHURCH.

CITY MESSENGER.

WILLIAM H. WATKINS.

STANDING COMMITTEES OF THE BOARD OF ALDERMEN.

On Police — The Mayor, and Aldermen Gifford and Frost.

On Laying Out and Widening Streets — The Mayor, and Aldermen Seabury and Ellis.

On Licenses — Aldermen Ellis, Sherman and Buckminster.

On Enrolments — Aldermen Sherman, Frost and Gifford.

JOINT STANDING COMMITTEES OF THE CITY COUNCIL.

On Finance — The Mayor, President of the Common Council, Ward 1, and Councilmen Swift, Ward 2, Almy, Ward 3, Dean, Ward 4, Mathews, Ward 5, and Hart, Ward 6.

On Accounts — Aldermen Buckminster and Frost, and Councilmen Hitch, Swift, and William T. Soule.

On Public Property — Aldermen Gifford and Ellis, and Councilmen Hazard, Denison and Bowen.

On Public Instruction — Aldermen Frost and Gifford, and Councilmen Mackie, Reed and Pollock.

On Lighting Streets — Aldermen Seabury and Ellis, and Councilmen Gifford, Thomson and Staples.

On Roads, Bridges, Main Drains and Common Sewers — Aldermen Frost and Buckminster, and Councilmen Robinson, Dean and McCullough.

On Fire Department — Aldermen Gifford and Frost, and Councilmen Hart, Mathews and Pollock.

On Burial Grounds — Aldermen Buckminster and Seabury, and Councilmen Gifford, Denison and Mathews.

On Alms House and Poor — Aldermen Sherman and Seabury, and Councilmen Mackie, Chaney and C. W. Booth.

On Printing — Alderman Sherman, and Councilmen Reed and B. T. Booth.

STANDING COMMITTEES OF THE COMMON COUNCIL.

On Elections and Returns — Councilmen Robinson, C. W. Booth and Chaney.

On Bills in the Second Reading — Councilmen R. A. Soule, Staples and Bowen.

On Enrolled Ordinances and Resolutions — Councilmen Almy, Cole and R. A. Soule.

JOINT SPECIAL COMMITTEES.

On the Erection of Wooden Buildings in the Fire District — Aldermen Ellis and Buckminster, and Councilmen Hazard, McCullough and B. T. Booth.

On Care and Supervision of Halls, Ordnance, Small Arms, and Military Equipments — Aldermen Frost and Ellis, and Councilmen Mackie, W. T. Soule and Cole.

On Water — Aldermen Gifford and Sherman, and Councilmen Mackie, Hitch and W. T. Soule.

CITY TREASURER AND COLLECTOR OF TAXES.

JAMES B. CONGDON.

ASSESSORS.

DAVID B. WILLCOX, *Chairman.* WILLIAM TALLMAN, Jr.
CHARLES D. TUELL.

ASSISTANT ASSESSORS.

Ward 1 — RUFUS W. WHITE. Ward 4 — BENJ. RUSSELL.
Ward 2 — JOHN BRYANT. Ward 5 — ABRAHAM RUSSELL.
Ward 3 — PHILIP E. COLBY. Ward 6 — ZEPHANIAH PEASE.

SCHOOL COMMITTEE.

GEORGE H. DUNBAR, Chairman.
CHAS. M. PEIRCE, Jr., Prest. of Common Council, member ex-officio.

Ward One.
BENJAMIN L. KENYON,
CALEB HAMMOND,
JONES ROBINSON.

Ward Two.
BENJAMIN S. BATCHELOR,
IVORY S. CORNISH,
EBENEZER HERVEY.

Ward Three.
HORATIO A. KEMPTON,
BERNARD PAINE,
ISAAC W. BENJAMIN.

Ward Four.
CHARLES D. PRESCOTT,
LEMUEL T. WILLCOX,
GEORGE H. DUNBAR.

Ward Five.
CHARLES T. BONNEY,
WENDELL H. COBB,
HUMPHREY S. KIRBY.

Ward Six.
BARTHOLOMEW OTHEMAN, Jr.
EBEN R. SMITH,
AUSTIN S. CUSHMAN.

SUPERINTENDENT OF SCHOOLS.

HENRY F. HARRINGTON.

OVERSEERS OF THE POOR.

His Honor, GEORGE B. RICHMOND, Mayor, Chairman ex-officio.
Ward 1 — AMBROSE E. LUCE.
Ward 2 — SILAS ALDEN, Secretary.
Ward 3 — BENJAMIN F. BROWNELL.
Ward 4 — SIMEON DOANE.
Ward 5 — WM. N. CHURCH.
Ward 6 — SHEARJASHUB T. VIALL.

CHIEF ENGINEER OF THE FIRE DEPARTMENT.

TILLINGHAST P. TOMPKINS.

ASSISTANT ENGINEERS.

First Assistant — JOHN MATHEWS.
Second Assistant — MOSES H. BLISS.
Third Assistant — HENRY H. FISHER.
Fourth Assistant — FREDERICK MACY.

CLERK OF THE BOARD OF ENGINEERS.

HENRY H. FISHER.

TRUSTEES OF FREE PUBLIC LIBRARY.

His Honor GEORGE B. RICHMOND, Mayor, President ex-officio.
CHARLES M. PEIRCE, Jr., President of the Common Council.
JOSHUA W. FROST, Chairman Committee on Public Instruction.
JAMES B. CONGDON,
GEORGE HOWLAND, Jr.,
WARREN LADD.
Librarian — ROBERT C. INGRAHAM.
Assistant Librarian — SOPHIA E. ALMY.

ACUSHNET WATER BOARD. (Office in Library Building.)

His Honor GEORGE B. RICHMOND, Mayor, President ex-officio.
CHARLES M. PEIRCE, Jr., President Common Council.
WILLIAM W. CRAPO,
DAVID B. KEMPTON,
WARREN LADD.
Engineer — GEORGE A. BRIGGS.
Clerk — JAMES B. CONGDON.
Water Registrar — JAMES B. CONGDON.
Superintendent — GEORGE A. BRIGGS.

Surveyors of Highways — The Mayor and Aldermen.
City Solicitor — EDWIN L. BARNEY.
Superintendent of Streets — ELIAS TERRY.
Superintendent of Street Lamps — MAURICE WALSH.
Superintendent of Burial Grounds — WILLIAM H. JENNEY.
Clerk of the Market — EDWARD T. CHAPMAN.
Sealer of Coal Baskets — JOSHUA B. ASHLEY.
Superintendent of City Clock — NATHANIEL SHEPHERD.
City Bell Ringer — THOMAS T. ALLEN.
Sealer of Weights and Measures — REUBEN HOWLAND.
Surveyor of Land — CALEB HAMMOND.
Quarantine Physician — CHARLES L. SWASEY.

CITY MARSHAL.

ORRICK SMALLEY.

ASSISTANT MARSHALS.

First Assistant — SAMUEL C. PERRY.
Second Assistant — LUTHER M. DAYTON.
Third Assistant — JAMES L. WILBER.
Fourth Assistant — FREDERICK A. SOWLE.
Fifth Assistant — FREEMAN R. HATHAWAY.
Sixth Assistant — BENJAMIN HILLMAN.

CONSTABLES.

The City Marshal and Assistants, as above.

OFFICERS TO ATTEND THE SESSIONS OF THE POLICE COURT.

ORRICK SMALLEY, SAMUEL C. PERRY.

TRUANT OFFICERS.

ISAAC H. COE, LUTHER M. DAYTON,
FREDERICK A. SOWLE.

OFFICERS TO HAVE THE CARE OF NEGLECTED CHILDREN.

HENRY F. HARRINGTON, Superintendent of Schools.
ISAAC H. COE.

NIGHT WATCH.

Officer of the Watch — SAMUEL C. PERRY.

LEWIS G. ALLEN,
MICHAEL L. BRENNAN,
DANIEL CARNEY,
SAMUEL B. COGGESHALL,
PATRICK CONNOLLY,
GEORGE DELEVAN,
GEORGE W. DRUMRIGHT,
FRANKLIN ELLIS,
HENRY C. FARNHAM,
GEORGE T. FISHER,
DANIEL T. GIFFORD,
ALBERT G. GOULD,
STEPHEN HAFFORD,
ISAAC M. JONES,
JOHN B. MANCHESTER,
JOSEPH D. MANCHESTER,
DANIEL P. MOREY,
DANIEL MURPHY,
ALVIN MOSHER,
DANIEL D. PERRY, JR.,
DAVID J. SHEPHERD,
SAMUEL G. SWAIN,
STEPHEN D. STACY,
JOHN SAVAGE,
GEORGE TABER,
EDWIN M. TILTON,
WILLIAM J. WOOD,
JOHN WELSH,
JOHN J. P. ZETTICK.

SUBSTITUTES FOR NIGHT WATCHMEN.

CHARLES BLISS,
EDMUND T. CASE,
EUGENE FINN,
JOSEPH COOK,
CHARLES H. PIERCE,
ALFRED A. SMITH,
MICHAEL STEVENS.

POLICE OFFICERS.

THE MEMBERS OF THE NIGHT WATCH AND SUBSTITUTES; ALSO

Isaac F. Sawtell,	Josiah W. Gardner,	Frederick P. Chase,
John Cranston,	Robert Black,	William F. Bartlett,
Isaac B. Tompkins,	Wesley Furlong,	Leonard B. Brownson,
Russell Maxfield,	Charles A. Borden,	Francis H. Swift,
John Valentine,	Charles F. Brightman,	Hugh Collins,
Warren W. Sampson,	Henry W. Bumpus,	Thomas B. Rowe,
Charles H. Sherman,	James F. Chipman,	James I. Harper,
Benjamin Cushman,	John W. Kingsbury,	James A. Russell,
John R. Holt,	George R. Long,	Frederick A. Plummer,
Daniel P. Lewis,	John McAfee,	Charles H. Westgate,
Lyman Wing,	John T. Russell,	Nathan S. Gibbs,
Thomas H. Mathews,	Christopher E. Dyer,	Asa Manchester,
Chauncy Russell,	Francis H. Greene,	Chas. W. Underwood,
Nathaniel Cory,	Oliver E. Gifford,	Thomas T. Allen,
John P. Brenning,	Thomas A. Howland,	Benjamin F. King,
John A. Austin,	Benjamin Kenerson,	Dennis Findlan,
David Brayton,	Ebenezer Jenney,	Otis C. Underwood,
George H. Clark,	Stephen J. Stratton,	Williams H. Bliss,
Caleb Spooner,	William A. Searell,	Joseph G. Tirrell,
Charles N. Wood,	James S. Hathaway,	Frederick A. Chase,
William W. Thomas,	William Tallman,	Samuel N. Pollard,
Charles W. Hammond,	Michael Stevens,	Nathan L. Paine,
Thomas Davis,	Jeremiah Sullivan,	Caleb A. Thomas,
Andrew M. Bush,	Herman Karcher,	James P. Prior,
William G. Dunham,	Henry Howard,	Patrick Gibson.
James D. Slocum,	Oliver M. Brownell,	

Also the members of the Protecting Society, to serve at fires and alarms, as follows:

F. L. Porter,	William H. Willis,	Alfred Wilson,
Charles Chandler,	John P. Knowles, 2d,	William H. Bartlett,
Edward Russell,	Edward D. Mandell,	John W. Macomber,
Edmund Rodman,	Charles H. Gifford,	C. B. H. Fessenden,
Dennis Wood,	Henry A. Ricketson,	Charles S. Cummings,
George R. Phillips,	Gilbert Allen,	Otis N. Pierce,
David S. Bliss,	William F. Potter,	Ezra Holmes,
William C. Macy,	Charles M. Haskell,	Cyrenius W. Haskins,
Edward Knights,	George D. Gifford,	Francis T. Akin,
Andrew G. Pierce,	Wm. R. N. Silvester,	Robert B. Taber,
William Howe,	William Leverett,	Francis L. Gilman,
Joshua C. Hitch,	Alfred G. Wilbor,	Nathaniel S. Cannon,
William P. S. Cadwell,	William G. Wood,	Leonard B. Ellis,

Joseph Knowles, Samuel P. Burt, Gideon Allen, Jr.,
Alden Wordell, Jonathan Handy, Henry J. Taylor,
Edward H. Allen, William T. Smith, Humphrey S. Kirby,
Edward R. Gardner, David Brayton, Charles H. Lawton,
James H. C. Richmond, William C. Taber, Jr., William H. H. Allen,
Charles Taber, Ebenezer Hervey, William O. Woodman,
Charles B. Hillman, Abraham Russell, Wendell H. Cobb,
Sylvander Hutchinson, B. Penniman, Jr., Samuel H. Cook,
George F. Kingman, Charles Almy, Wm. A. Robinson, Jr.
James Robinson, Charles T. Robinson,
George L. Brownell, George F. Parlow,

MEASURERS OF WOOD AND BARK.

Ira M. Chase, George Perry, Zenas Wood,
George L. Dyer, Hartley A. Sparrow, Stephen W. McFarlin,
George F. King, William H. Chappell, Isaac P. Francis,
George B. Macomber, John A. Manley, Robert Luscomb.
Frank E. Macy, George G. Jenney,

Special Measurer of Wood and Bark — George Perry.

Measurers of Grain — Joseph W. Lumbard, Ira M. Chase.

COAL WEIGHERS.

Josiah E. Brown, Eber Simmons, Frank H. Allen,
Ira M. Chase, S. D. Stacy, Frank E. Swift,
William Hammond, Joseph W. Weeden, Joseph W. Lumbard.
James Quinn, Stephen W. Jennings,
Arthur B. Ricketson, Michael Dugan,

CITY WEIGHERS.

Salmon F. Perry, George G. Jenney, John Notter,
Lot B. Bates, Humphrey S. Kirby, Anthony Peirce, Jr.,
Wm. O. Brownell, Jr., Joseph W. Lumbard, Holder W. Potter,
George H. Cobb, Parkman M. Lund, Isaac P. Francis,
William Hammond, John Macomber, Ira W. Chase,
Henry Howard, Peleg S. Macy, John S. Perry.

SURVEYORS OF LUMBER.

Seth K. Akin, Aaron Davis, Charles N. Wood,
Charles Briggs, Leonard Jenney, Thomas W. Croacher,
Timothy D. Cook, Parkman M. Lund, Nathaniel H. Wilbur.

Surveyor of Shingles — Seth K. Akin.

SURVEYORS OF TIMBER AND PLANK.

Charles Briggs, Leonard Jenney, John W. Howland.
Timothy D. Cook, Parkman M. Lund,
Aaron Davis, George G. Jenney,

Cullers of Hoops and Staves — John W. Peirce, Lloyd N. Peirce.

Fence Viewers — Moses H. Bliss, William H. Jenney.

FIELD DRIVERS.

Stephen Burdick, Jeduthan Jenney, Caleb A. Thomas,
Andrew B. Grinnell, Jr., John McAfee, William H. Johnson,
William M. Howard, George W. Peckham, William Robinson.

Pound Keepers — Jeduthan Jenney, Stephen Peckham.

WARDENS.

Ward 1 — Charles H. Church.
Ward 2 — George W. Paine.
Ward 3 — J. Augustus Brownell.
Ward 4 — William K. Tallman.
Ward 5 — Wendell H. Cobb.
Ward 6 — Albert G. Stanton.

WARD CLERKS.

Ward 1 — Ira S. Negus.
Ward 2 — John L. Gibbs, 2d.
Ward 3 — William A. Searell.
Ward 4 — James H. Hathaway.
Ward 5 — James H. C. Richmond.
Ward 6 — Peleg Pease.

INSPECTORS OF ELECTIONS.

Ward 1 — Benjamin H. Arnold,
George P. Macomber,
William A. Davis.
Ward 2 — David W. Holmes,
Robert S. Lawton,
Charles C. Simmons.
Ward 3 — Thomas H. Soule,
James D. Allen.
(Vacancy.)
Ward 4 — Asa P. Tobey,
Edward T. Chapman,
Newton F. Barrows.
Ward 5 — Henry C. Denison,
James P. Allen,
William A. Robinson, Jr.
Ward 6 — John F. Fuller,
Charles H. Howard,
William W. Bonney.

REPORT

OF THE

COMMITTEE ON FINANCE.

CITY OF NEW BEDFORD,
IN FINANCE COMMITTEE, March 24th, 1870.

The Joint Standing Committee on Finance, in compliance with the City Ordinances, herewith present to the City Council a statement of the receipts and expenditures for the financial year ending March 1st, 1870, by which it appears that the whole amount of receipts into the treasury, including balance on hand March 1st, 1869, have been seven hundred and ninety-five thousand three hundred and ninety-three and 69-100 dollars; that the expenditures have been seven hundred and ninety-one thousand three hundred and ninety-six and 45-100 dollars; leaving a balance in the treasury, March 1st, 1870, of three thousand nine hundred and ninety-seven and 24-100 dollars.

The receipts into the treasury have been:

From balance of last year,	$16,504.41
Real estate tax account,	340.87
Unappropriated taxes,	6,936.43
Collector of taxes,	276,880.56
Incidentals,	6,018.27
Highways and streets,	4,021.48
Water works,	4,954.44
Poor department,	6,265.68
Liquor agency,	7,348.00

Temporary loan,	426,000.00
Public schools,	1,393.76
Rural cemetery,	2,199.27
Oak Grove cemetery,	1,171.00
Trustees of Free Public Library,	169.00
Common,	5.00
Lighting the streets,	50.44
Fire department,	244.48
Appropriations of 1869,	25,000.00
Commonwealth of Massachusetts,	8,020.00
Free Public Library,	576.16
Sale of engine, unappropriated,	750.00
Sycamore street sewer,	196.04
Water street sewer,	348.40
Total receipts,	$795,393.69

The expenditures have been:

For support of poor,	$30,601.16
Lighting the streets,	8,707.85
Night watch,	19,440.76
Fire department,	16,801.50
Repairs of public buildings,	1,998.67
Repairs of highways and streets,	41,191.92
Free Public Library,	4,226.16
Salaries,	15,355.00
Water works,	201,882.02
Temporary loan,	222,000.00
Public schools,	62.392.47
Incidental expenses,	26,936.42
Commonwealth, state aid,	7,773.00
Common,	581.50
Rural cemetery,	8,563.18
Oak Grove cemetery,	5,577.39
Public debt,	67,650.50
Tripp's Brook sewer,	19,942.60
Real estate tax account,	218.45
New steam engine,	4,250.00
Water street sewer,	965.75
Liquor agency,	8,214.78
Trustees Free Public Library,	338.12
Sycamore street sewer,	3,464.14
Judgment of the Supreme Court, payment of the proprietors of bridge,	12,323.11
Total payments,	$791,396.45
Balance cash on hand,	3,997.24
	$795,393.69

The amount of bonds outstanding March 1st, 1869,	$709,150.00
Bonds due Oct. 1st, 1869, and paid,	21,050.00
Whole amount outstanding March 1st, 1870,	$688,100.00

Herewith are presented the reports of the sub-committees appointed to examine the accounts of the Treasurer and Collector of Taxes, also of the City Clerk, and to prepare a schedule of the city property.

For the committee,

GEORGE B. RICHMOND, Chairman.

IN BOARD OF ALDERMEN.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL,
3d mo. 25, 1870.

Concurred.

WILLIAM A. CHURCH, Clerk.

CITY OF NEW BEDFORD,
COLLECTOR'S OFFICE, March 1st, 1870.

To the City Council of the City of New Bedford:

GENTLEMEN, — Annexed I present to you an exhibit of the operations of this office for the past year, and of the present condition of this department.

With much respect,

JAMES B. CONGDON, Collector of Taxes.

Statement of the Collector of Taxes.

FINANCIAL YEARS.	UNPAID March 1, 1869.	PAID and remitted.	UNPAID March 1, 1870.
1850 to 1858 inclusive,	$14,600.91	$14,600.91	
1859,	3,138.32	3,120.98	$17.34
1860,	3,885.06	3,817.56	67.50
1861,	4,318.12	4,318.12	
1862,	3,887.30	3,854.72	32.58
1863,	3,653.03	3,398.98	254.05
1864,	2,348.48	2,292 28	56.20
1865,	2,380.08	2,340.28	39.80
1866,	2.239.11	2,225.09	14.02
1867,	2,065.21	2,041.21	24.00
1868,	6,930.20	4,560.10	2,370.10
	$49,445.82	$46,570.23	$2,875.59

TAXES OF 1869.

Tax bills,		$365,227.00
State tax,	$49,425.00	
County tax,	19,461.85	
City tax,	287,000.00	
Overlay,	9,340.15	$365,227.00

PAYMENTS.

State,	$49,425.00		
County,	19,461.85	$68,886.85	
City,		271,494.90	
		$340,381.75	
Discount for prompt pay,	$17,473.70		
Remittances,	1,048.50	18,522.20	
		$358,903.95	
Balance unpaid,		6,323.05	$365,227.00

Amount unpaid March 1, 1869, $6,930.20, 2 3-10 per cent.
Amount unpaid March 1, 1870, $6,323.05, 1 7-10 per cent.

CITY OF NEW BEDFORD,
COLLECTOR'S OFFICE, March 1st, 1870.

JAMES B. CONGDON, Collector of Taxes.

CITY OF NEW BEDFORD,
TREASURER'S OFFICE, March 1, 1870.

To the City Council of the City of New Bedford:

GENTLEMEN, — Annexed you will find my account for the financial year ending this day.

My balance sheet, made up in accordance with former usage, exhibits the condition of each account on my books, and the table that follows, the amount and annual payments of the city debt.

With much respect,

JAMES B. CONGDON, City Treasurer.

Statement of the City Treasurer.

The receipts into the city treasury for the financial year ending March 1, 1870, have been as follows:

Balance in the treasury March 1, 1869,		$16,504.41

RECEIPTS.

From the collector of taxes.		
1859,	$10.30	
1860,	6.50	
1861,	33.00	
1862,	59.30	
1863,	38.35	
1864,	73.00	
1865,	138.20	
1866,	235.38	
1867,	450.93	
1868,	4,340.98	
1869,	271,494.62	276,880.56

MEMORANDUM.

Credited, "Appropriations, 1869,"	$271,494.62
Credited, "Unappropriated taxes,"	5,385.94
	$276,880.56

REAL ESTATE TAX ACCOUNT.

Of sundry persons for taxes and costs upon estates sold for taxes:

Lorenzo D. Prosser,	$10.11	
William P. S. Cadwell,	79.73	
Patrick Furlong,	12.77	
John Kehew,	14.76	
John Cardlin,	18.20	
John Cardlin,	14.42	
John Cardlin,	6.12	
Abner Gifford's estate,	21.76	
Daniel V. Smith,	6.45	
Sylvia Ann Coggeshall,	87.59	
Manvilla Vera,	19.05	
David Moulton,	8.40	
Joseph Thomas,	11.20	
Discharged,	30.31	340.87

UNAPPROPRIATED TAXES.

Balance of receipts from the state tax commissioner, for state corporation tax,	$6,881.94	
Taxes paid and not appropriated,	54.49	6,936.43

MEMORANDUM.

Whole amount received of the state tax commissioner,		$31,881.94
Credited, "Appropriations, 1869,"	$25,000.00	
Balance as above,	6,881.94	$31,881.94

INCIDENTALS.

Rents.		
Market stalls,	$582.00	
T. P. Terry, ground rent,	6.00	
Police court,	375.00	
City hall,	273.00	$1,236.00
Police Court.		
Fees and fines of the clerk of the police court,		1,881.57
Licenses.		
Treasurer of Liberty Hall,	$144.00	
City Marshal,	275.00	
City Clerk,	258.50	
I. C. Only,	25.00	702.50
Liquor licenses and taxes of retailers,		40.56
Claims audited and not called for.		
Sundry bills and rolls,		52.21
Town of Dartmouth.		
Support of P. Gifford at asylum,		106.00

Pine Grove Cemetery.			
Sale of lots,		34.00	
Of Collector.			
Interest on taxes, and summonses,		312.92	
Of Commonwealth.			
Armory rent, 1868 and 1869,		1,600.00	
Of City Clerk.			
Sundries,		40.67	
Duplicate bill,		6.84	
Sale of carpet,		5.00	6,018.27

HIGHWAYS AND STREETS.

Of Superintendent of Streets, sundry amounts paid by him,		$515.00	
Flagging, by B. S. Pierce,		4.20	
Dirt, of Daniel Toomly,		1.50	
Dirt, of John M. Hathaway,		18.00	
Dirt, of Abraham H. Howland, Jr.,		48.55	
Land sold Wamsutta Mills,		1,749.88	
Land sold J. D. Thompson,		400.00	
Bill to water works,		242.10	
Bill to Tripp's brook,		602.71	
Bill to public property,		48.80	
Bill to Sycamore Street sewer,		28.25	
Bill to Kempton Street sewer,		27.00	
Bill to poor department,		188.64	
Bill to school department,		12.50	
Duplicate bill,		8.40	
Duplicate bill,		4.20	
Assessment Kempton Street sewer.			
Of John H. Jennings,	$80.97		
Job Sweet,	24.58		
Charles M. Peirce,	16.20	121.75	4,021.68

WATER WORKS.

Of Rogers, for pump,		$20.00	
Anthony Hathaway, pump,		30.00	
New Bedford Flour Mill, brick,		24.00	
George H. Norman, plank,		22.22	
C. M. Wilde, pasture,		25.00	
George B. Wheeler, engineering,		79.43	
N. B. & T. Railroad, engineering,		67.50	
George H. Norman, over audit,		2,482.47	
Error in bill,		153.03	
Error in audit,		1.55	
Of F. H. Pasel, Jr., land,		1,200.00	
F. H. Pasel, Jr., land,		849.24	4,954.44

POOR DEPARTMENT.

Of sundry towns.			
Acushnet,	$45.80		
Fall River,	125.16		
Plymouth,	160.70		
Fairhaven,	40.90		
Charlestown,	27.23		
Marblehead,	14.71		
Freetown,	51.70	$466.20	
Of Earl C. Briggs, sales by him,		1,402.39	
Overseers,		2,374.72	
Commonwealth,		1,279.37	
Bill to fire department,		337.60	
Bill to highways,		289.90	
Bill to incidentals,		115.50	6,265.68

LIQUOR AGENCY.

Of liquor agent, sales,	7,348.00

TEMPORARY LOAN.

Borrowed of Merchants' National Bank,	426,000.00

PUBLIC SCHOOLS.

Rent of Sears Hall,	$36.00	
Of H. A. Kempton, books,	36.00	
Superintendent, tuition,	98.50	
Commonwealth, school fund,	642.08	
County, one half amount dog licenses,	576.15	
Duplicate bill,	2.50	
Duplicate bill,	2.53	1,393.76

RURAL CEMETERY.

Of Superintendent, sale of lots,	$1,672.00	
Pardon Russell, dressing,	11.75	
Pardon Russell, dirt,	26.37	
Wilson, stone,	89.55	
Tobey,	7.00	
Russell, use of derrick,	36.51	
Bill to poor department,	356.09	2,199.27

OAK GROVE CEMETERY.

Of Superintendent, sale of lots,	$1,045.00	
Wilson, stone,	21.00	
Russell, sale ox,	105.00	1,171.00

TRUSTEES FREE PUBLIC LIBRARY.

Interest on permanent funds,	169.00

COMMON.

Lumber sold,	5.00

LIGHTING THE STREETS.

Of committee, old iron,	$18.56	
Of committee, lanterns, &c.,	28.00	
Duplicate bill,	1.88	
Error in bill,	2.00	50.44

FIRE DEPARTMENT.

Bill to poor department,	244.48

APPROPRIATIONS, 1869.

Of state treasurer, (see "memorandum" under the head of "unappropriated taxes,")	25,000.00

COMMONWEALTH OF MASSACHUSETTS.

Of state treasurer, on account of state aid advances,	$8,000.00	
Amount allowed, but not paid,	20.00	8,020.00

FREE PUBLIC LIBRARY.

Of county treasurer, half amount of dog licenses,	576.16

UNAPPROPRIATED.

Sale of engine,	750.00

SYCAMORE STREET SEWER.

Of B. F. H. Reed,	$26.14	
Joseph A. Parker,	117.62	
Alden Besse,	52.28	196.04

WATER STREET SEWER.

Of E. C. Leonard,	$18.34	
George A. Bourne,	30.56	
National Bank of Commerce,	36.67	
Merchants' National Bank,	21.39	
John R. Thornton,	12.23	
William Tucker, Jr.,	15.28	
Cornelius Howland's estate,	21.39	
Mary R. Emerson,	22.92	
William C. Taber,	76.40	
S. A. Howland's trustees,	35.15	
Joseph Grinnell,	30.56	
William Cummings,	13.76	348.40
		$795,393.69

PAYMENTS.

Warrants have been drawn on the Treasurer by the Mayor, and paid as follows:

Support of the poor,	$30,601.16	
Lighting the streets,	8,707.85	
Night watch,	19,440.76	
Fire department,	16,801.50	
Repairs of public buildings,	1,998.67	
Highways and streets,	41,191.92	
Free Public Library,	4,226.16	
Salaries,	15,355.00	
Water works,	201,882.02	
Temporary loan,	222.000.00	
Public schools,	62,392.47	
Incidental expenses,	26,936.42	
Commonwealth, state aid,	7,773.00	
Common,	581.50	
Rural cemetery,	8,563.18	
Oak Grove cemetery,	5,577.39	
Public debt,	67,650.50	
Tripp's Brook sewer,	19,942.60	
Real estate tax account,	218.45	
New steam engine,	4,250.00	
Water Street sewer,	965.75	
Liquor agency,	8,214.78	
Trustees Free Public Library,	338.12	
Sycamore Street sewer,	3,464.14	
Judgment of the Supreme Court in the matter of the New Bedford bridge,	12,323.11	
Whole amount of payments,		$791,396.45
Balance cash in treasury,		3,997.24
		$795,393.69

BALANCES, March 1st, 1870.

DR.

Appropriations, 1869,	$5,505.38	
Appropriations, 1869, special, balance,	333,907.51	
Appropriations, 1866, special,	5,000.00	
Commonwealth of Massachusetts,	9,048.03	
Real estate tax account,	293.91	
Liquor agency,	866.78	
Sycamore Street sewer,	768.10	
Highway across the Acushnet,	12,323.11	
Cash,	3,997.24	$371,710.06

CR.

Temporary loan,	$226,000.00	
George Howland, Jr., fund,	1,600.00	
Charles W. Morgan fund,	1,000.00	
Library trustees,	365.45	
Water works,	142,744.61	$371,710.06

CITY OF NEW BEDFORD,
TREASURER'S OFFICE, March 1st, 1870.

JAMES B. CONGDON, City Treasurer.

CITY DEBT.

Table showing the amount of the permanent city debt, including the water bonds, with the amount of the bonds and coupons due each year, from 1870 to 1904, both inclusive.

YEAR.	BONDS.	COUPONS.	AMOUNT.
1870	$22,050.00	$38,939.50	$60,989.50
1871	18,950.00	37,717.50	56,667.50
1872	13,450.00	36,689.00	50,139.00
1873	14,150.00	35,935.50	50,085.50
1874	16,500.00	35,140.00	51,640.00
1875	15,000.00	34,250.00	49,250.00
1876	15,000.00	33,450.00	48,450.00
1877	25,000.00	32,650.00	57,650.00
1878	20,000.00	31,400.00	51,400.00
1879	20,000.00	30,400.00	50,400.00
1880	22,000.00	29,400.00	51,400.00
1881	20,000.00	28,300.00	48,300.00
1882	20,000.00	27,300.00	47,300.00
1883	20,000.00	26,300.00	46,300.00
1884	26,000.00	25,300.00	51,300.00
1885	20,000.00	24,000.00	44,000.00
1886	20,000.00	22,800.00	42,800.00
1887	20,000.00	21,600.00	41,600.00
1888	20,000.00	20,400.00	40,400.00
1889	20,000.00	19,200.00	39,200.00
1890	20,000.00	18,000.00	38,000.00
1891	20,000.00	16,800.00	36,800.00
1892	20,000.00	15,600.00	35,600.00
1893	20,000.00	14,400.00	34,400.00
1894	20,000.00	13,200.00	33,200.00
1895	20,000.00	12,000.00	32,000.00
1896	20,000.00	10,800.00	30,800.00
1897	20,000.00	9,600.00	29,600.00
1898	20,000.00	8,400.00	28,400.00
1899	20,000.00	7,200.00	27,200.00
1900	20,000.00	6,000.00	26,000.00
1901	20,000.00	4,800.00	24,800.00
1902	20,000.00	3,600.00	23,600.00
1903	20,000.00	2,400.00	22,400.00
1904	20,000.00	1,200.00	21,200.00
	$688,000.00	$735,171.50	$1,423.171.50

CITY CLERK'S ACCOUNTS IN DETAIL.

SUPPORT OF THE POOR.

Salary of the overseers,	$1,000.00
Salary of the superintendent of alms-house,	1,000.00
Groceries and provisions for alms-house,	4,694.50
Outside support,	6,116.37
Grain, meal, and feed,	1,729.78
Crackers,	8.95
Labor, nursing, cooks,	2,320.43
Physician, salary $600; medicines and other professional service $495.34,	1,095.34
Fuel,	4,111.05
Carting fuel,	512.20
Trimming coal and piling wood at city yard,	90.62
Ambulance wagon,	325.00
Repairs of wagons and carts, and shoeing horses,	495.27
Exchange of horses,	100.00
Oxen,	513.00
Manure, and other dressing (phosphates,)	545.27
Dry goods and clothing,	1,164.42
Clothing for J. Wood,	36.59
Boots and shoes,	354.17
Leather and findings,	65.15
Hats and caps,	59.63
Crockery and furnishings,	186.28
Repairs of buildings, &c., at farm,	968.65
Paint and varnish,	36.70
Lumber for alms-house,	429.95
Lightning rods,	281.47
Brick, lime and cement,	48.11
Furniture and freight,	33.35
Stoves, and repairs of do.,	226.10
Repairs of steam pipes, &c.,	41.61
Pump,	13.90
Drain pipe and cement,	152.45
Harnesses, and repairing do.,	77.63
Farming tools,	107.96
Iron and steel,	82.79
Chain,	8.00
Nails, hardware and twine,	30.14
Powder,	7.00
Services of chaplain at alms-house,	143.00
Undertaker's services,	568.50
Books and stationery,	21.24
Printing,	20.80
Railroad fare,	2.50

Grass seed,	29.38	
Sperm and whale oil,	44.62	
Soap,	159.00	
Repairing sewing machine,	8.50	
Liquors,	52.84	
Matting,	6.40	
Cabinet organ,	85.00	
Hack and horse hire,	32.00	
Casks,	25.96	
Ground rent corner Fourth and Bedford streets,	30.00	
Sundry expenses for the year paid by superintendent,	301.59	
Total expenditure,		$30,601.16
1870, 3d mo. 9. Balance transferred to special appropriations 1869,		1,164.52
		$31,765.68

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$23,000.00	
By transfer from unappropriated tax account,	2,000.00	
Transfer from sundry accounts,	500.00	
Amount received from sundry cities and towns for support,	466.20	
Amount received from Overseers of Poor for support,	2,374.72	
Amount received from superintendent of city farm for sales of stock and produce,	1,402.39	
Amount received from Commonwealth for state paupers,	1,279.37	
Amount received from fire and highway departments for hay,	627.50	
Amount received from supplies to small pox hospital,	115.50	$31,765.68

SUPPORT OF PUBLIC SCHOOLS.

Pay of teachers,	$45,760.34
Books and stationery,	1,929.48
Chemical and philosophical apparatus,	593.65
Manikin,	208.50
Printing and advertising,	348.08
Alterations and repairs of school-houses,	3,129.87
Pumps, pipes, and repairs of do.,	148.99
Hardware and nails,	72.60
Repairing locks and keys,	7.29
Repairing bells,	12.58
Ink covers $8, hemispheres $7.50, diplomas $6.50,	22.00
Blackboards,	344.85
Anthracite coal,	2,630.11
Charcoal $306.24, granular fuel and wood $91.73,	397.97
Cleaning, sweeping, making fires and ringing bells,	3,258.20
Getting in coal,	79.99
Labor in school-house yards,	20.75
Cleaning out well,	19.63
Stoves and repairs of do., and pipes,	992.08
Clocks and repairs of do.,	78.65

Furnishings, brushes, brooms, mats, pails, &c., &c.,		363.60	
Rent of musical instruments,		321.65	
Musical charts,		14.00	
School furniture,		750.24	
Railroad freight,		21.00	
Carriage hire,		225.79	
Injuries to horse,		18.00	
Carting,		34.25	
Express,		6.45	
Salary of secretary of committee,		75.00	
Sundry expenses paid by superintendent of schools,		87.72	
Use of Liberty Hall, high school exhibitions,		34.00	
A. S. Cushman, professional services,		43.00	
Gas,		46.39	
Evening schools, rent,	$154.00		
Care of school-rooms,	76.00		
Oil lamps, &c.,	34.45	264.45	
Repairing steam pipes and cleaning boiler,		14.26	
Subscription to newspapers $12, cordage $2.01, chemicals $1.30,		15.31	
Putting down carpet in committee room,		1.75	
Total expenditures,			$62,392.47
1870, 3d mo. 8. Balance transferred to special appropriation, 1869,			1.29
			$62,393.76

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$58,000.00	
By special appropriation 1869,	3,000.00	
Amount received for rent of Sears Hall,	36.00	
Amount received for sale of school books,	36.00	
Amount received for tuition of nonresidents,	98.50	
Amount received for school fund, of state,	642.08	
Amount received for one half of dog licenses,	576.15	
Amount received for duplicate bills, $2.50 and $2.53,	5.03	$62,393.76

REPAIRS OF HIGHWAYS.

Labor and team work,	$26,848.91
Flagging and other stone,	4,058.88
Trimming and pointing stone,	604.10
Carting stone,	57.42
Wharfage on flagging stone,	29.05
Gravel and dirt,	483.15
Concrete sidewalk and crossing,	1,043.23
Horses, and exchange of do.,	825.00
Grain and feed,	1,345.51
Straw and hay,	591.19
Repairs of wagons, carts, and harnesses,	777.29
Shoeing horses and repairing and sharpening tools,	924.00
Two new dirt carts,	430.00
Construction of Kempton Street sewer,	509.02
Land of James D. Thompson,	400.00
Shovels, hoes, and other tools,	115.66
Nails, hardware, &c.,	45.93

Drain pipe, cement and brick,	282.27	
Drain pipe and labor,	24.79	
Pumps, and repairing do.,	70.55	
Repairs of steam engine and stone crusher,	344.40	
Wood and coal for steam engine,	179.89	
Lumber,	84.22	
Taking draw to bridge from the river on to wharf,	371.69	
Flagging on Purchase street, front of Hicks' building,	49.49	
Trimming trees on streets,	256.22	
Oil,	70.75	
Lanterns and lamps,	11.61	
Setting lanterns,	22.20	
Gas,	25.91	
Brooms, buckets, and pails,	11.20	
Horse hire,	92.00	
Use of gear belonging to poor department,	25.00	
Expense of superintendent to Portland and N. York,	30.25	
Books and printing,	4.35	
Pigs,	44.00	
Land rent,	10.00	
Doctoring horse, and medicines,	19.00	
Labor and nails $4.20, rope $7.82, powder $3.67,	15.69	
Weighing stone $2.50, block $4, charcoal $1.44,	7.94	
Surveying,	37.18	
Repairs of sand catchers,	11.48	
Watering street,	1.50	
Total expenditure,		$41,191.92
1870, 3d mo. 8. Transfer to special appropriation 1869,		829.56
		$42,021.48

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$38,000.00	
By sales of land to Wamsutta Mills,	1,749.88	
Sales of land to J. D. Thompson,	400.00	
Amount received of superintendent of streets,	515.00	
Amount received of B. S. Pierce, for stone,	4.20	
Amount received from sales of dirt,	68.05	
Amount received of water works,	242.10	
Amount received of Tripp's Brook sewer, carting,	602.71	
Amount received of public property, for carting,	48.80	
Amount received of Sycamore St. sewer, carting,	28.25	
Amount received of Kempton St. sewer, carting,	27.00	
Amount received of poor dept., manure, &c.,	188.64	
Amount received of school department, carting,	12.50	
Amount received from duplicate bills, $8.40, $4.20,	12.60	
Amount received of abuttors on Kempton Street sewer,	121.75	$42,021.48

FIRE DEPARTMENT.

Salary of chief engineer,	$300.00
Salaries of four assistant engineers, each $100,	400.00
Salary of clerk of board of engineers,	100.00
Pay of engineers of steamers, and firemen,	5,794.54
Hostlers,	1,860.00
Hose reel drivers,	213.17

Drivers of steamers,	59.37	
Firemen of steamers,	28.00	
Torch boys,	103.48	
Stewards of engine companies,	24.00	
Care of engines, hose, and reservoirs,	310.80	
Repairs of engines and hose,	299.45	
Repairs of engine houses,	435.31	
Taking down flag staff,	15.40	
Grain and feed,	824.29	
Hay and straw,	676.67	
Exchange of horses,	400.00	
Boarding, pasturing, and doctoring horses,	38.68	
Horse hire,	24.50	
New leading hose,	1,972.05	
New hose couplings,	115.78	
Goose-necks for hydrants,	421.80	
Wrenches for hydrants,	23.60	
Ground rent of hook and ladder house for 2 years,	150.00	
Shoeing horses,	204.15	
Repairing harnesses,	105.95	
Horse collars,	16.50	
Repairs of wagons,	93.37	
Washing and mending,	36.75	
Gas at engine houses,	205.65	
Coal and wood for steam engines,	398.44	
Coal for engine houses,	200.39	
Railroad freight on coal and new steamer,	93.78	
Protecting society, services at fires,	148.00	
Ringing fire alarm bells,	100.00	
Cotton waste, sponge, skins, repairing lanterns, and cotton cloth,	49.53	
Repairing stoves and pipes,	187.77	
Sperm oil,	43.00	
Oil, brooms, and soap,	19.63	
Neatsfoot oil, tallow, and putty,	20.03	
Liquors,	7.63	
Water casks and carting,	17.06	
Firemen's axes,	11.75	
Shovels, rake, chain, tools, and hardware,	21.70	
Table, glass, and feather dusters,	15.58	
Carting water for steamers at fires,	37.25	
Rubber goods,	75.70	
Expenses of engineer and committee to Manchester,	22.65	
Grate patterns,	11.00	
New flag and coal bags,	44.45	
Flag pole and rope,	6.28	
Stationery,	5.62	
Pig,	11.00	
Total expenditure,		$16,801.50
1870, 1st mo. 8. Transfer to special appropriation 1869,		442.98
		$17,244.48

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$17,000.00	
By sales of manure,	244.48	$17,244.48

NIGHT WATCH.

Watchmen,	$19,098.55	
Officer of the watch,	150.00	
Repairs of ladders and steps,	59.26	
Medical services at station,	42.00	
Blankets,	25.00	
Washing bedding,	17.50	
Pistols,	16.00	
Horse hire,	13.75	
Clock,	12.80	
Whitewash brush and lime,	5.90	
Total expenditure,		$19,440.76
1870, 3d mo. 8. To balance transferred to special appropriations 1869,		9.24
		$19,450.00

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$19,350.00	
By transfer from incidental expense account,	100.00	$19,450.00

LIGHTING THE STREETS.

Gas,	$4,317.40	
Naphtha,	449.41	
Lanterns, lamp-posts, and repairs,	1,001.01	
Lamplighters,	2,605.50	
Glass,	149.10	
Pipes, burners, tips, and repairs of do.,	73.35	
Ladders, steps, and repairs of do.,	28.27	
Matches $32.60, lamp wicks $3.76,	36.36	
Labor $7.10, sperm oil $6.10,	13.20	
Land rent of oil house,	15.00	
Horse hire $3, castings for lantern frames $5,	8.00	
Printing $4.50, carting $1.50,	6.00	
Scissors $2, saw $2, duster $1.25,	5.25	
Total expenditures,		$8,707.85
1870, 3d mo. 8. Balance transferred to special appropriations 1869,		342.59
		$9,050.44

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$9,000.00	
By sales of old iron and lanterns,	46.56	
By duplicate bill $1.88, error in bill $2,	3.88	$9,050.44

WATER WORKS.

1869. To Commissioners' orders on the city treasurer,	$201,882.02	
1870, 3d mo. 8. To balance to new account,	142,744.61	$344,626.63

CREDIT.

1869, 3d mo. 18. By balance from old account,	$39,672.19	
By appropriations,	300,000.00	
Sales of land,	2,049.24	
George H. Norman, over audit,	2,482.47	
Error in bill,	153.03	
Error in audit,	1.55	
Sales of pumps,	50.00	
Sales of brick,	24.00	
Sales of plank,	22.22	
Pasturage,	25.00	
Amount received for engineering,	146.93	$344,626.63
1870, 3d mo. 8. By balance brought down,		$142,744.61

EXTENSION OF RURAL CEMETERY.

Paid labor,	$7,306.83	
Meal and hay,	289.96	
Surveying and making plans,	163.50	
Drain pipe and labor,	293.38	
Stone gear,	100.00	
Coal for stone crusher,	115.41	
Carting,	68.15	
Repairs of carts,	12.25	
Shovels and hoes $22.54, repairs of tools $4.40,	25.94	
Iron and steel $35.43, iron work $7,	42.43	
Rope for derrick,	48.12	
Trimming stone,	36.00	
Horse hire,	16.75	
Expenses paid by committee,	9.50	
Stone drag $6, sperm oil $8.75, plow points, &c., $3.86,	18.61	
Sulphate of zinc $3.50, block $1.95, lumber 43 cents, nails $4.46,	10.34	
Carpenter work $4.56, cement $1.45,	6.01	
Total expenditure,		$8,563.18

CREDIT.

1869, 3d mo. 9. By balance from old account,	$267.65	
By special appropriation,	6,000.00	
Sales of lots by superintendent,	1,672.00	
Sales of wood to poor department,	356.09	
Sales of stone to Wilson,	89.55	
Sales of dressing $11.75, dirt $26.37,	38.12	
Use of derrick, and for stone,	36.51	
Sales to F. Tobey,	7.00	
Transfer from Oak Grove cemetery,	96.26	$8,563.18

EXTENSION OF OAK GROVE CEMETERY.

Pay roll of labor,	$4,561.82
Entrance gate,	241.27
Trimming trees and cleaning avenues,	178.73
Meal and grain,	177.43

Hay,	64.29	
Ox,	125.00	
Shovels and hoes,	26.42	
Iron and steel,	21.13	
Pointing stone posts,	40.50	
Surveying, &c.,	35.75	
Pump, and fitting,	25.69	
Horse hire,	39.50	
Derrick,	18.00	
Doctoring ox,	10.00	
Stone drag $6, lumber $3.15, pails $1.97, nails 74 cts.,	11.86	
Total expenditure,		$5,577.39
Transfer to Rural cemetery,		96.26
Transfer to special appropriations 1869,		967.92
		$6,641.57

CREDIT.

1869, 3d mo. 1. By balance from old account,	$470.57	
By special appropriations,	5,000.00	
Sale of lots,	1,045.00	
Sale of ox,	105.00	
Sale of stone,	21.00	$6,641.57

REPAIRS OF PUBLIC BUILDINGS.

Library Building:		
New floor in Overseers of Poor's room,	$141.45	
Iron railing in Overseers of Poor's room,	60.96	
Repairs of heating apparatus,	55.19	
Alterations in library room and attic,	763.93	
Iron stairs,	153.00	
Whitewashing,	52.37	
Lightning conductors,	51.64	
Varnishing and painting in assessors' room,	36.67	
Repairing fence,	14.45	
Repairing roof,	39.95	
Mason and carpenter work,	39.84	
Cleaning,	18.00	
Taking down flagstaff,	6.75	
Repairs of water closets,	3.71	$1,437.91
City Hall Building:		
Repairs of ventilator, stove-pipes, and gas fitting,	$45.64	
Repairing pumps and taking down stoves,	21.94	
Repairing settees,	11.40	
Hardware,	18.86	
Repairs on gas pipes,	3.10	
Carpenter work,	8.26	109.20
Police Stations:		
Papering marshal's room, central station,	$19.90	
Mason work, central station,	72.80	
Carpenter work, central station,	8.81	
Repairs of water closets, central station,	8.77	
Repairs of north station,	37.02	
Glazing $4.28, hardware 86 cents,	5.14	
Carpenter work at south station,	7.43	159.87

City Common:		
Painting fence,	$123.46	
Salt,	9.80	
Labor,	23.00	
Painting signs, &c.,	13.88	
Repairing pump $4.50, bands for trees, $3,	7.50	177.64
High School-House:		
Repairs on heating apparatus,		12.87
City Stable:		
Lumber,	$25.21	
Carpenter work,	7.70	
Painting,	1.80	34.71
Incidentals,		66.47
Total expenditure,		$1,998.67
Balance transferred to special appropriation 1869,		1.33
		$2,000.00

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$2,000.00

SALARIES.

Mayor,	$800.00	
City treasurer and collector of taxes,	2,100.00	
Superintendent of public schools,	2,000.00	
City Clerk,	1,400.00	
Assessors at large,	1,200.00	
Superintendent of streets,	1,200.00	
*City marshal,	800.00	
†Six assistant marshals, each $600,	3,600.00	
City messenger,	700.00	
City solicitor,	400.00	
Superintendent of street lamps,	400.00	
Clerk of the common council,	200.00	
Superintendent of burial grounds,	200.00	
City bell ringer,	150.00	
Clerk of the market,	100.00	
Superintendent of city clock,	50.00	
Truant officers,	40.00	
Sealer of coal baskets,	15.00	
Total,		$15,355.00
1870, 3d mo. 8. Balance transferred to support of poor,		100.00
		$15,455.00

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$15,455.00

* City marshal has extra salary $150, and as officer of police court $250 in addition.

† First assistant has extra salary $100, as officer of police court $250, and as officer of the watch $150. The salaries of all the other assistants were made up to $1000 each.

TRIPP'S BROOK SEWER.

Labor,	$11,613.31	
Labor and team work by street department,	602.71	
Brick,	3,835.94	
Cement,	2,176.50	
Carting brick,	308.38	
Drills and tools, and repairing and sharpening do.,	422.81	
Shovels, pails, lanterns, oil, &c.,	99.41	
Powder and fuse,	142.06	
Sand,	352.95	
Injuries to houses and fences,	73.48	
Hanging lanterns, &c.,	70.36	
Forms for brick work,	44.71	
Surveying,	34.50	
Sperm oil,	33.75	
Lumber,	48.20	
Rope and twine,	10.82	
Horse hire,	56.25	
Gloves,	6.00	
Oil can and feeder $3, time books $3,	6.00	
Pieces of spars $2, carpenter work $2.46,	4.46	
Total expenditures,		$19,942.60
1870, 3d mo. 8. To balance transferred to special appropriations 1869,		57.40
		$20,000.00

CREDIT.

1869, 7th mo. 31. By special appropriation 1869,	$20,000.00

SYCAMORE STREET SEWER.

Labor,	$1,636.62	
Drain pipe,	1,121.56	
Brick and cement,	276.72	
Freight on drain pipe,	200.00	
Carting sand and brick,	63.55	
Lumber $32.44, carpenter work $34.57,	67.01	
Tools, and repairs of do.,	25.78	
Shovels and hoes,	23.00	
Labor and carting by street department,	28.25	
Surveys and plans,	11.50	
Setting lanterns $8.40, powder $1.75,	10.15	
Total expenditures,		$3,464.14

CREDIT.

1869, 4th mo. 30. By special appropriation,	$2,500.00	
By received of abuttors,	196.04	
By balance to new account,	768.10	$3,464.14
1870, 3d mo. 1. To balance brought down,	$768.10	

WATER STREET SEWER — *From Union to William Street.*

Paid sewer pipe and laying,	$560.00	
Blasting and excavating,	360.00	
Carting,	45.75	
Total expenditure,		$965.75
1870, 3d mo. 8. Balance transferred to special appropriations 1869,		82.65
		$1,048.40

CREDIT.

By special appropriation,	$700.00	
By assessment of abuttors,	348.40	$1,048.40

LIQUOR AGENCY.

Liquors,	$6,946.43	
Salaries of agent and clerk,	930.07	
Fixtures in store,	101.75	
Cleaning store,	8.45	
Freight on liquors,	72.95	
Insurance on stock $40, internal revenue $18.75,	58.75	
Books for recording sales $13.50, stationery and printing $6.91,	20.41	
Gas $24.50, coal $24.75,	49.25	
Corks $6.75, analyzing liquors $10,	16.75	
Chairs $4, and furnishings $5.97,	9.97	
Total expenditure,		$8,214.78

CREDIT.

By sales of liquors by agent,	$7,348.00	
1870, 3d mo. 8. By balance transferred to new account,	866.78	$8,214.78
1870, 3d mo. 8. To balance from old account,	$866.78	

HIGHWAY ACROSS THE ACUSHNET.

Paid the proprietors of the New Bedford Bridge in accordance with judgment of the Supreme Court, and interest,	$12,323.11

FREE PUBLIC LIBRARY.

Salaries of librarian and assistant,	$2,250.00	
Books,	1,178.61	
Printing catalogue $447.13, binding do. $117.50,	564.63	
Printing labels,	4.00	
Clerk of board of trustees,	200.00	
Frames and cords,	13.02	
Painting,	3.50	
Subscription to Evening Standard,	5.25	
Brushes and brooms,	2.85	
Setting out trees $3, lines and screws $1.30,	4.30	
Total expenditure,		$4,226.16

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$3,650.00	
By one half of dog fund of county treasurer,	576.16	$4,226.16

NEW STEAMER.

Paid Amoskeag Manufacturing Co. for steam fire engine,	$4,250.00	
1870, 3d mo. 8. Balance transferred to special appropriations 1869,	50.00	$4,300.00

CREDIT.

1869, 7th mo. 31. By special appropriation 1869,	$4,300.00

TRUSTEES OF FREE PUBLIC LIBRARY.

To orders of the president of the board of trustees on the city treasurer,	$338.12	
1870, 3d mo. 8. To balance to new account,	365.45	$703.57

CREDIT.

1869, 3d mo. 9. By balance from old account,	$534.57	
By interest on trust funds,	169.00	$703.57
1870, 3d mo. 8. By balance brought down,	$365.45	

COMMONWEALTH OF MASSACHUSETTS.

1869, 3d mo. 9. To balance from old account,	$9,295.03	
Pay rolls of state aid,	7,773.00	$17,068.03

CREDIT.

By amount received of state treasurer,	$8,000.00	
By amount allowed but not paid,	20.00	
1870, 3d mo. 8. By balance to new acconnt,	9,048.03	$17,068.03
3d mo. 8. To balance brought down,	$9,048.03	

REAL ESTATE TAX ACCOUNT.

1869, 3d mo. 9. To balance brought down,	$416.33	
To sales of real estate for taxes,	218.45	$634 78

CREDIT.

By amount received of collector of taxes,	$340.87	
1870, 3d mo. 8. By balance to new account,	293.91	$634.78
1870, 3d mo. 8. To balance brought down,	$293.91	

INCIDENTAL EXPENSES.

Interest on temporary loan,		$5,373.41
Support of insane,		1,986.73
Extra salary paid city marshal and assistants,		2,250.00
Assessing taxes,		1,660.94
Rent of halls for armories,		1,000.00
Salary of clerk in treasurer's office,		1,000.00
Printing and advertising,		1,709.75
Care of police stations,		856.13
Gas at library, city hall, and police and watch stations,		847.61
Extra police service,		886.14
On account of New Bedford and Fairhaven Bridge:		
Paid D. L. Harris for testimony at hearing,	$200.00	
E. L. Barney, fees and copying,	289.25	
Expense of committee to Boston, &c.,	176.45	
C. Hammond, surveys and plans,	49.75	
Board of D. L. Harris,	12.00	
Boat hire $12.60, horse hire $11.70,	24.30	751.75
Horse hire, including conveying of prisoners,		618.51
Anthracite coal at city hall, library, and police stations,		659.08
Election expenses,		601.00
Salaries of officers of police court,		500.00
Copying state valuation books and returns of legal voters,		444.00
Books, paper, envelopes, and stationery for city offices,		321.37
Board, state nautical school $254.58, reform school $72.63,		327.21
Services of inspector in enforcing the law regulating the sale of petroleum oil,		339.85
Medical services, nursing, and supplies in small pox cases,		292.50
Janitor of library building,		275.00
Recording births, marriages, and deaths,		263.80
Firing salute and ringing bell July 4,		227.00
New Bedford Brass Band for 8 concerts,		250.00
Salary of health officer,		225.00
Feeding prisoners and lodgers,		200.57
Appropriation for Post No. 1, G. A. R.,		200.00
Distributing tax bills and summonses,		180.41
Railroad tickets,		162.25
Interest on trust funds of Free Public Library,		169.00
Services in preparing roll of honor,		120.00
Labor cleaning library building,		108.00
Salary of quarantine physician,		100.00
Professional services of C. T. Bonney before legislature,		91.00
Costs paid in case of Flynn & Schwall's suit,		90.85
Ice at city hall and police stations,		90.69
Charcoal,		86.88
Canvassing city two years collecting births,		84.87
Labor, and repairs of fence on common,		83.91
Lighting and making fires in city hall,		75.00

Firing salutes and ringing bells 22d February,	71.50	
Refreshments for water committee and board of aldermen,	70.02	
Firing salute on arrival of yacht squadron,	70.00	
Postage and revenue stamps,	66.37	
Use of bell on North Congregational church,	60.00	
Assessing sewers,	60.00	
Brushes, pails, dusters, mats, sponge, &c.,	59.77	
Clearing of snow,	56.74	
Cleaning city hall,	51.00	
Stars for police $44.67, oil tester, cans and stencil plates $40.99,	85.66	
Attending to the delivery of hard coal and charcoal,	53.90	
Help in treasurer's office,	54.00	
Returns of deaths by undertakers,	42.80	
Rent of parade ground for 2 years,	30.00	
Labor on cemeteries, old parts,	37.49	
Repairs of music stand $36.14, cleaning muskets $32,	68.14	
Taxes discharged $30.31, paper and lithographing bonds $32.60,	62.91	
Help as messenger during sickness of city messenger,	24.00	
Getting in coal at public offices and stations,	24.08	
Town of Acushnet tax $23.50, portable gaslight $21.62,	45.12	
Expenses incurred in arresting criminals,	19.50	
Ground rent of south police station $16.00, mattresses for police stations $15.25,	31.25	
Washing towels $10, repairing locks and keys $10.27,	20.27	
Repairs of furniture $13.30, fitting vent to field piece $11,	23.30	
Binding papers and making bill files $10, cleaning vaults $10,	20.00	
Expenses of street committee,	29.80	
City directories $9, repairs of city clock and bell $8.25,	17.25	
Incidentals,	165.84	
Total expenditure,		$26,931.92
To transfer to Pine Grove cemetery,		4.50
To transfer to poor department,		123.61
To transfer to city watch,		100.00
1870, 3d mo. 8. To transfer to special appropriations 1869,		2,823.53
		$29,983.56

CREDIT.

By annual appropriation,	$13,965.29	
Transfer from unappropriated tax account,	10,000.00	
Received of Commonwealth, armory rents,	1,600.00	
Received of clerk of police court, fees and fines,	1,881.57	
Received for rent of market stalls,	582.00	
Received for rent of police court room,	375.00	
Received for rent of city hall,	273.00	
Received for rent of ground, T. P. Terry,	6.00	
Received for licenses, of Liberty Hall, city clerk, and city marshal,	702.50	
Received for liquor licenses and taxes,	40.56	
Claims audited and not called for,	52.21	
Town of Dartmouth for support at asylum,	106.00	

By sales of lots at Pine Grove cemetery,	34 00	
Interest on taxes, and summonses,	312.92	
Sale of carpet,	5.00	
Duplicate bill,	6.84	
Incidentals, sundry small items,	40.67	$29,983.56

CITY COMMON.

To amount paid salary of superintendent,	$581.50	
1870, 3d mo. 1. To balance transferred,	23.50	$605.00

Credit.

1869, 3d mo. 18. By annual appropriation,	$600.00	
By sales of grass,	5.00	$605.00

TEMPORARY LOAN.

1869. Amount paid,	$222,000.00	
1870, 3d mo. 8. Balance to new account,	226,000.00	$446,000.00

Credit.

By amount borrowed of Merchants' National Bank,	$446,000.00
1870, 3d mo. 8. By balance brought down,	$226,000.00

CHARLES W. MORGAN FUND.

By donation to Free Public Library,	$1,000.00

GEORGE HOWLAND, Jr., FUND.

By donation to Free Public Library,	$1,600.00

SPECIAL APPROPRIATIONS 1869.

To appropriation for extension Rural cemetery,	$6,000.00	
Extension of Oak Grove cemetery,	5,000.00	
Sycamore Street sewer,	2,500.00	
Water Street sewer,	700.00	
Water works,	300,000.00	
New steam fire engine,	4,300.00	
Tripp's Brook sewer,	20,000.00	
Support of public schools,	3,000.00	$341,500.00

Credit.

1870, 3d mo. 8. By balance to the credit of sundry accounts transferred,	$7,592.49	
By balance transferred to new account,	333,907.51	$341,500.00
To balance brought down,	$333,907.51	

APPROPRIATIONS 1869.

1869, 3d mo. 18. To appropriations per order of city council,		$312,000.00

CREDIT.

By amount received for taxes of collector,	$296,494.62	
By amount allowed for abatement and remittances,	10,000.00	
By balance to new account,	5,505.38	$312,000.00
1870, 3d mo. 8. To balance brought down,	$5,505.38	

UNAPPROPRIATED TAX ACCOUNT.

To transfer to credit of incidental expense account,	$10,000.00	
To transfer to credit of support of poor,	2,252.89	
1870, 3d mo. 8. To balance transferred to credit of special appropriations 1869,	69.48	$12,322.37

CREDIT.

By amount received of state treasurer,	$12,322.37

SPECIAL APPROPRIATIONS 1865.

1867, 3d mo. 1. To balance from old account,	$5,000.00

ABATEMENT AND REMITTANCE OF TAXES.

1870, 3d mo. 8. To transfer to appropriations 1869,	$10,000.00

CREDIT.

1869, 3d mo. 18. By appropriations 1869,	$10,000.00

CITY DEBT.

To paid bonds due in 1869,	$21,050.00	
Bond due in 1868,	500.00	
Coupons,	46,100.50	$67,650.50

CREDIT.

1869, 3d mo. 18. By annual appropriation,	$67,650.50

SCHEDULE OF CITY PROPERTY.

CITY OF NEW BEDFORD,
IN COMMITTEE ON FINANCE, March 24, 1870.

The sub-committee appointed by the Finance Committee to appraise the city property have attended to their duty, and submit the following report, viz.:

ALMS-HOUSE PROPERTY.

New alms-house and outbuildings,	$23,000.00	
Old alms-house and outbuildings,	1,400.00	
Small-pox hospital,	400.00	
Farm, containing 76 acres,	12,500.00	
Furniture in keeper's department,	150.00	
Furniture in inmates' department,	2,000.00	
Furniture in small-pox hospital,	25.00	
Mechanics' tools,	150.00	
Stone and mowing machines,	350.00	
Carts, gears, and lumber wagons,	400.00	
Farming utensils,	588.00	
Light wagon,	350.00	
Farm stock,	2,398.00	
Hay and grain on hand,	1,290.00	
Wood-shed in city yard,	300.00	$45,301.00

HIGHWAY DEPARTMENT.

Stone crusher and steam engine,	$2,500.00	
Ten horses,	2,650 00	
Wagons, carts and gears,	1,825.00	
Sundry harnesses, &c.,	405.00	
Sundry tools, &c.,	300.00	
Flagging stones, &c.,	600.00	$8,280.00

PUBLIC BUILDINGS, LAND, &c.

City hall and lot,	$68,000.00
City library building,	44,000.00
City common,	40,000.00
Land on William street, including library lot,	12,000.00
Old town hall and lot,	7,000.00
Volumes in city library,	15,000.00
City stable, outbuildings and lot,	7,000.00
Rural cemetery and lodge,	34,000.00
Pine Grove cemetery,	800.00
Oak Grove cemetery,	18,000.00
Powder magazine,	450.00
Land on Clark's Point,	200.00

South pound lot,	200.00	
Land at Clark's Cove,	100.00	
One acre land near Tobey's,	25.00	
Watch-house and lot on Willis street,	350.00	
Land near Hayden Coggeshall's,	500.00	
Land near P. Terry's,	300.00	
Windmill lot,	250 00	
Land west of County street near J. D. Thompson's,	400 00	
South station-house,	350.00	
Land opposite Daniel Ricketson's,	150.00	
Old mill-pond lot, head of Bedford street,	600.00	
Standard weights and measures,	300.00	
Surveying instruments,	300.00	
Two brass field pieces,	1,500.00	
Muskets and other equipments,	100.00	$255,875.00

FIRE DEPARTMENT.

Engine-house and land at Acushnet,	$300.00	
Engine-house and land at Jesseville,	400.00	
Engine-house and land corner County and Hillman streets,	10,000.00	
Engine-house and land on Purchase street,	6,000.00	
Engine-house and land on Fourth street,	500.00	
Engine-house and land on Third street,	300.00	
Hook and ladder house on leased land,	250.00	
Engine-house and land cor. Sixth and Bedford sts.,	10,000.00	
Steam engine Onward and hose reel,	4,000.00	
Steam engine Progress and hose reel,	4,000.00	
Steam engine Excelsior and hose reel,	4,500.00	
Steam engine Cornelius Howland and hose reel,	4,500.00	
Engine No. 3,	400.00	
Engine No. 6,	1,000.00	
Engine No. 9,	300.00	
Engine No. 10,	300.00	
Engine No. 11,	300.00	
Hook and ladder carriage No. 1,	800.00	
Hook and ladder carriage, old,	100.00	
Two water tanks,	800.00	
Twelve horses for steamers,	3,000.00	
Twelve sets of harnesses,	300.00	
Three wagons,	300 00	
Spare hose, &c.,	2,500.00	$54,250.00

SCHOOL DEPARTMENT.

North school-house and lot,	$700.00
Acushnet school-house and lot,	1,300 00
Plainville school-house and lot,	1,000.00
Rockdale school-house and lot,	1,000.00
Cannonville school-house and lot,	1,500.00
Hill school-house and lot,	2,000.00
Merrimac Street school-house and lot,	10,000.00
Parker Street school-house and lot,	12,500.00
Cedar Street school-house and lot,	2,000.00
Maxfield Street school-house and lot,	2,000.00
Charles Street school-house and lot,	1,000.00

Kempton Street school-house and lot,	2,500.00	
High school-house and lot,	22,000.00	
William Street school-house and lot,	3,500.00	
Arnold Street school-house,	100 00	
Bush Street school-house and lot,	3,000.00	
Fifth Street school-house and lot,	22.000.00	
Sixth Street school-house and lot,	1,500.00	
Griffin Street school-house and lot,	500 00	
Dartmouth Street school-house and lot,	3,500.00	
Grove school-house and lot,	1,500.00	
Apparatus in High school-house,	500.00	
Clark's Point school-house and lot,	600.00	$96,200.00

WATER WORKS.

Expenditures,	$550,000.00

RECAPITULATION.

Alms-house and poor department,	$45,301.00	
Highway department,	8,280.00	
Public buildings and land,	255.875.00	
Fire department,	54,250.00	
School department,	96,200.00	
Water works,	550,000.00	$1,009,906.00

SAMUEL C. HART,
JOSEPH G. DEAN,
JOB ALMY,
} Committee.

IN FINANCE COMMITTEE,
March 24, 1870.

Accepted, and voted to present the same to the City Council at their next meeting.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL,
March 25, 1870.

Received and ordered to be printed, and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

IN BOARD OF ALDERMEN,
March 25, 1870.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT OF THE OVERSEERS OF THE POOR.

To the City Council of the City of New Bedford:

GENTLEMEN, — The Overseers of the Poor for the year ending Feb. 28, 1870, respectfully present the following report, viz.:

The expenses at the alms-house, including the farm school and workhouse, have been	$18,386.36	
Amount expended for outside relief,	12,214.80	
Total,		$30,601.16

Receipts have been as follows, viz.:

From sundry towns for aid rendered their paupers,	$2,840 92	
The commonwealth,	1,279.37	
Sales from the farm,	2,029.89	
Health department,	115.50	
Appropriation,	24,335.48	
Total,		$30,601.16

Average monthly number supported at alms-house 94, as follows, viz.:

Paupers,	47
Workhouse inmates,	19
Farm school,	28
Average weekly cost for support,	$2.74

Number of admissions including the farm school and workhouse 147, as follows, viz.:

Paupers,	47
Farm school,	22
Workhouse,	78

Number of pauper inmates March 1st,	53
Number of farm school inmates March 1st,	27
Number of workhouse inmates March 1st,	6
Total,	86
Number of deaths,	5

Number of families who have received outside relief 549, comprising 1707 persons. Of this number 663 belong in this city, and the amount expended on their account is $5,591.28. 250 persons belong to other towns in the state, and the amount expended on their account is $2,476.79, which will be reimbursed by the towns where they respectively belong. 794 persons have no settlement in the state, and of the amount ($2,763.75) expended on their account the city has been reimbursed by the commonwealth to the amount of one thousand dollars, and for the balance ($1,763.75) will receive no compensation.

The farm is in a high state of cultivation all except the north-east lot, which is being cleared of stone, and walls building at odd jobs. When this is completed the farm will all be under cultivation, and the expense for permanent improvements, which has been a large item, will cease; and that, too, with increased production, which last year was as follows, viz.: 8648 lbs. of beef, 7663 lbs. of pork, 622 lbs. of veal, 188 bushels of oats, 725 bushels of potatoes, 183 bushels of beets, 30 bushels of carrots, 218 bushels of turnips, 1748 heads of cabbage, 25,570 quarts of milk, and 110 tons of hay.

The expenditure at the alms-house appears large in proportion to the population of our city, and if it was all on account of paupers it would be so indeed; but considering that three institutions are included in the alms-house expenses, viz., farm school, workhouse, and alms-house, and the necessary expense of superintendent or overseer for each, also the cost of clothing so large a number of

boys who are sent there now for years instead of a few months as formerly, — with this consideration, and the fact as previously shown that just one half the number supported are paupers, it will not, we think, appear out of proportion to our population.

In behalf of the Overseers of the Poor.

SILAS ALDEN, Secretary.

In Board of Aldermen, March 29, 1870.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

In Common Council, 3d mo. 29, 1870.

Concurred.

WILLIAM A. CHURCH, Clerk.

REPORT

OF THE

BOARD OF ENGINEERS

OF THE FIRE DEPARTMENT, 1869.

To His Honor the Mayor and City Council:

GENTLEMEN, — The annual report of the Board of Engineers of the Fire Department for the present municipal year, in compliance with the fire department ordinance, is respectfully submitted to your honorable body.

The department is now under a good system of operation and well organized, being very well supplied with first class steam fire engines and other fire apparatus, with good substantial buildings for engine-houses and stables, all in good order and condition, and each company having its full complement of members, with a unity of action to a prompt response to duty, and strict observance to the rules and regulations; all of which are necessary to make up a well organized and efficient department, and as such, we have the pleasure to report, is the condition of this department at the present time.

The rotary steam fire engine Onward, No. 1, the first steamer purchased for the department, having been in

service for a long time, had become quite unsafe and inefficient unless quite a large amount for repairs were expended upon it; and after a careful investigation of the matter by the committee on the fire department and the board of engineers, it was decided that it would be more judicious and economical to dispose of the steamer and purchase a new one. This recommendation was adopted by the city government, and a new first class steamer (a plunger) was purchased from the Amoskeag Manufacturing Co., and named Onward No. 1, and now occupies the place of the old one, which was sold to the Amoskeag Manufacturing Co.

The fire department force in active service consists of four steam fire engines, one hand engine, one hook and ladder carriage, and employs a force of 126 men and 12 horses. There are also four hand engines and one hook and ladder carriage belonging to the department not in service, which your board of engineers recommend should be reduced in number by being disposed of; a part of them at least.

There has been purchased and added to the department 1000 feet of patent cotton leading-hose.

The pay of firemen, engineers of steamers, hostlers and drivers, from Dec. 1, 1868, to Dec. 1, 1869, was $9,016.49.

There have been 36 alarms of fire from Jan. 9, 1869, to Dec. 31, 1869, and as near as can be ascertained the value of property destroyed and damaged is $48,450. Insurance on the same is $36,165, as shown by the following schedule.

DATE.	OWNERS.	OCCUPANTS.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1869.						
Jan. 9,	Watson Ryder.	Watson Ryder,	Foot of Howland street.	Trivial.		Slight fire from leak in stills in oil works.
	Mrs. Ferguson.	Eugene Courtney,	No. 15 Ash street.	Trivial.		Slight burning of bedding in attic of house.
13,	James Luscomb. Benjamin Ryder.	Charles W. Dyer, Benjamin Ryder,	45 Kempton, cor. of Pleasant street, and 47 Kempton street.	$2,620	$1,700	Burning of building and contents occupied as a grocery, and partial burning of a stable, horses, harness, hay, &c. Incendiary.
Feb. 3,	N. Chase.	Jackson Bros.,	64 Purchase street.	25	Ins.	Slight burning of dry goods. Caught from the stove.
10,						False alarm. Caused by ringing the church bells.
17,	Wales & Co.	Wales & Co.,	Northwest corner of First and South streets.	11,500	8,000	Burning of parafine works, stock, fixtures and machinery. Cause unknown.
27,	William W. Crapo.	William W. Crapo,	97 Elm street.	Trivial.		Slight burning of wood work near chimney in attic.
Mch. 13,	P. Ewer.	Tenants,	9 Bethel street.	100	Ins.	Slight burning of dwelling-house by defect in chimney.
15,	A. Craigie.	Otis A. Sisson,	Southwest corner of North Water and Middle streets.	450	Ins.	Partial burning of porch to dwelling-house, &c. Incendiary.
26,	L. D. Bennett.	John Remington and Bernard Keene,	69 Linden street.	550		Partial burning of dwelling-house. Caused by ash barrel getting fire.
Apr. 16,	Thomas S. Hathaway.	T. S. Hathaway,	Cor. Elm and Purchase sts.	40	Ins.	Slight burning of dwelling-house, by a defect in chimney.
May 4,	Friends' Society.	Friends' Society,	South Sixth street.	40		Partial burning of a barn shed. Incendiary.
6,	Horatio Smith.	H. Smith and Anna E. Davis,	74 North Second street.	450	350	Partial burning of attic part of building occupied as a dwelling. Supposed to have caught from bakery chimney attached to house.
20,	William Beetle. N. Burgess.	Taber Plane Co., Mr. Chase, and Mr. King,	131 North Water street and rear of Water street.	6,750	5,200	Partial burning of a plane factory, stock and machinery, and slight burning of dwelling-house. Caught from a forge in plane factory.
25,	Mr. Spooner.	Mr. Spooner,	New road, near Durfee st.	100		Slight burning of dwelling-house, by defect in chimney.
	P. Butts.	P. Butts,	Hazard Wharf.	Trivial.		Slight burning of roof of blacksmith shop.
31,		S. C. Tribou,	No. 2 Robeson street.	25		Slight fire of dwelling-house, being struck by lightning.
July 8,	Jabez Gibbs.	Jabez Gibbs,	83 Pleasant street.	1,000	Ins.	Partial burning of dwelling-house. Defect in chimney.

DATE.	OWNERS.	OCCUPANTS.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1869.						
July 8,	A. Hathaway.	A. Hathaway,	Acushnet Avenue.	$100		Burning of a tool-house and contents. Incendiary.
24,			Out of city.			Burning of barn south of Rural cemetery, on South Dartmouth road.
Aug. 22,	Nathan Chase.	Dr. C. L. Spencer,	Corner of Purchase and Elm streets.	1,300	Ins.	Slight burning of store, and damage of apothecary stock by water and smoke. Incendiary.
Sept. 8,	T. Wood,	T. Wood,	Macy's Wharf.	Trivial.		Slight fire in box factory.
10,	Capt. E. Gardner.	Mr. Perry and Capt. Childs.	Rear Water st., west side, near Coffin street.	125		Burning of barn, hay and grain. Incendiary.
	Estate of S. A. Howland.	Amasa Whitney,	28 First street.	1,700	1,200	Partial burning of cooper's shop, stock and tools. Incendiary.
11,						False alarm.
29,	Wales & Co.	Wales & Co.,	Northwest corner of First and South streets.	14,000	10,400	Burning of parafine works, machinery, fixtures, and manufactured and crude stock. Cause unknown.
	S. M. Burbank.	S. M. Burbank,	North Second street.	Trivial.		Slight burning of roof of shop.
Oct. 7,			Kempton street, west part of city.			Burning of a lot of refuse hay. Set on fire by boys.
29,	J. Hayden.	J. Hayden,	Smith street.	Trivial.		Slight burning of house.
30,			Market Square.			Burning chimney.
Nov. 4,	Charles Simmons,	C. Simmons,	205 Middle street.	800	650	Burning of a small barn, hay, &c.,
	Mrs. F. E. Burton,	Mrs. Burton, Mr. Haynes, Mr. Williams,	207 Middle street.			and partial burning of dwelling-houses and furniture. Incendiary.
17,	A. B. Bessey.	A. B. Bessey,	309 Purchase street.	1,150	1,100	Partial burning of building occupied as a dwelling and dry goods store. Defective chimney.
20,	James B. Wood.	Simeon Doane,	East side of County, near Union street.	325	250	Partial burning of private stable, hay and grain.
Dec. 17,	Mt. Washington Glass Co.	Mt. Washington Glass Co.,	Prospect street.	Trivial.		Burning of small quantity of coal tar on premises. Accidental.
20,	S. T. Viall.	James W. Hathaway,	Northwest cor. of School and First streets, and 23 School street.	5,300	4,400	Burning of a building, stock and machinery, occupied as a machine shop and carpenter's plane manufactory, and slight burning of dwelling-house. Cause unknown.
	Samuel Rodman.	J. & W. Lamb, Amasa Whitney, W. Morrissey, T. D. Williams, Mrs. Lucas, Dews & Haswell,				
22,						False alarm.
				$48,450	$36,165	

It is gratifying to your board of engineers to be able to make so favorable a report as to the loss of property by the destructive element, fire, in a city whose extent of territory is so large, and whose buildings are chiefly wood, and having several localities in its limits where inflammable and destructive materials are used and manufactured; and while other municipalities have suffered by the devouring element to a large extent, we have had the favored hand of divine Providence extended over us, and with a city government who have taken great interest in matters of this department, and with a prompt and efficient fire department, we have escaped severe conflagrations, and for such we should be grateful.

As hydrants for supplying the fire department with water have been located in different sections of the city, connecting with the street water pipes, the probability is that the time is not far off when some addition to the fire department apparatus would be beneficial; but as yet your board of engineers are not prepared to suggest or recommend any particular change or addition to the present force.

Your board of engineers, for some months past, have been satisfied in their minds that on account of the large increase of building in the north part of the city, and the large amount of property which is being invested in that section, and located at some considerable distance from any fire apparatus, some action should be taken relative to this section of the city; and they would suggest that the matter be taken into consideration at an early day by the city government, for the better protection of property in this section from fire.

In our last annual report the subject of fire alarm telegraph was embodied, and on this subject your board of engineers feel that they should not be doing justice to the city government, nor to the citizens, or themselves, if

they neglected to embody in this report the necessity and propriety of the city council, at as early a day as they may deem judicious and practical, of introducing some feasible and economical system of fire alarm telegraph, believing that when once introduced it will be a great benefit to the fire department, and will meet the views of all property holding citizens.

In conclusion, we would return our thanks to the city council and committee on fire department for their cooperation in all matters appertaining to the efficiency of this department, and also to the members of the department for their gentlemanly conduct and prompt response to discharge the various duties they are called upon to perform as active members of the department.

All of which is respectfully submitted.

By order of the Board,

T. P. TOMPKINS,

Chief Engineer of the New Bedford Fire Department.

City of New Bedford, }
Dec. 31st, 1869. }

In Board of Aldermen, }
January 1st, 1870. }

Received and ordered to be printed in city documents, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

In Common Council, }
Jan. 1st, 1870. }

Concurred.

WILLIAM A. CHURCH, Clerk.

REPORT OF CITY MARSHAL.

MARSHAL'S OFFICE,
NEW BEDFORD, Dec. 31, 1869.

To His Honor the Mayor, Aldermen and Common Council of the City of New Bedford:

GENTLEMEN, — I herewith submit my annual report of the labors of the Police Department for the year ending Dec. 31, 1869.

The whole number of prosecutions before the police court has been 603; males 473, females 130, for the following offences:

Drunkenness,	292	Stubborn and disobedient child,	2
Assault and battery,	77	Gambling,	5
Larceny,	53	Passing counterfeit money,	1
Idle and disorderly,	25	Contempt of court,	3
Violation of liquor law,	71	Enticing away witness,	3
Breaking and entering,	5	Violation of dog law,	8
Violation of city ordinances,	12	Cruelty to animals,	5
Disorderly house,	4	Obtaining money under false pretences,	1
Violation of Sunday law,	3	Indecent exposure of person,	3
Peddling without license,	9	Disturbing religious meeting,	1
Adultery,	4	Assault with intent to commit rape,	1
Poisoning dog,	1	Fornication,	1
Vagabond,	2		
Lewd and lascivious,	5		
Malicious mischief,	6		

All moneys that have come into my possession belonging to the city have been paid over to the city treasurer, and the accounts settled monthly, as will appear in the treasurer's accounts.

To the assistant marshals, who have had several years' experience, I am indebted for a large amount of information and assistance, which has been of great value to me in the performance of my duties, and also of great value to the city.

It will be seen by the foregoing figures that the number of prosecutions has increased the last year, and also the number and variety of offences have increased from 19 in the year 1868 to 27 in the year 1869, which perhaps will show that the officers have been on the alert, and ready to prosecute all offenders of the law.

In conclusion, I desire to express my sincere thanks to His Honor the Mayor, and City Council, for their confidence, and willingness at all times to cooperate with me in matters tending to promote the efficiency of this department.

Respectfully submitted.

T. B. DENHAM, City Marshal.

IN BOARD OF ALDERMEN,
Jan. 1st, 1870.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL,
Jan. 1st, 1870.

Concurred.

WILLIAM A. CHURCH, Clerk.

REPORT OF OFFICER OF THE WATCH.

CITY OF NEW BEDFORD,
Dec. 31, 1869.

To His Honor the Mayor, and Board of Aldermen and Common Council of New Bedford:

GENTLEMEN, — I herewith present to your honorable bodies this my fourth annual report as officer of the night police, for the year ending Dec. 31, 1869.

Whole number of arrests 240.

Drunkenness,	187	Disobedient children,	3
Assault and battery,	8	Insane persons,	4
Vagrancy,	3	Keeping disorderly house,	3
Idle and disorderly persons,	17	Lewd and lacivious persons,	6
Larceny,	3	Violation liquor law,	4
Malicious mischief,	2		

Five hundred and sixty-five persons, male and female, have been provided with lodgings during the year.

Two vacancies have occurred, that number having resigned during the year.

GEORGE R. HURLBUT, Captain.

IN BOARD OF ALDERMEN,
Jan. 1st, 1870.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, City Clerk.

IN COMMON COUNCIL,
Jan. 1st, 1870.

Concurred.

WILLIAM A. CHURCH, Clerk.

1870—CITY DOCUMENT No. 7.

EIGHTEENTH ANNUAL REPORT

OF THE

TRUSTEES

OF THE

FREE PUBLIC LIBRARY

OF THE

CITY OF NEW BEDFORD.

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1870.

In Board of Aldermen,

January 20, 1870.

Read and ordered to be printed, and sent down for concurrence.

Henry T. Leonard, City Clerk.

In Common Council,

January 20, 1870.

Concurred.

William A. Church, Clerk.

ADVERTISEMENT.

The following numbers and volumes are wanted to complete sets of the several periodicals named.

ANTI-SLAVERY STANDARD.

Nos. 277, 322, 386, 955, 1038, 1278, 1346, 1428.

BOSTON DAILY ADVERTISER.

Nos. for Nov. 25, 1865; May 30, July 21, 24, Aug. 7, 23, Oct. 4, 20, Nov. 14, 1866; Jan. 23, Aug. 1, Nov. 2, 4, 14, Dec. 21, 1867; Nov. 23, Dec. 2, 21, 1868; Nov. 15, 17, 1869.

DAILY EVENING STANDARD.

Nos. for Feb. 26, 1863; March 7, July 31, 1867; March 25, May 6, 1868; Jan. 16, 1869.

DAILY MERCURY.

Nos. for Oct. 22, Dec. 11, 1863; May 24, June 25, 1864; July 6, Oct. 18, 1865; May 5, 1866; Jan. 18, 24, Feb. 12, 1867; Feb. 23, 1869.

CHRISTIAN REVIEW.

Vols. 15 and 22.

COMMON SCHOOL JOURNAL.

Vol. 12, No. 24; Vol. 13, Nos. 2, 6, 19.

FRIENDS' REVIEW.

Vols. 1, 2, 3, 4, 5; Vol. 6, No. 52, and the index; Vol. 7, No. 51.

MASSACHUSETTS REGISTER.

Vols. for 1767 to 1806, and the volume for 1809.

METHODIST QUARTERLY REVIEW.

Vols. 1 to 27; Vol. 28, Nos. 1, 2, 3; Vol. 29, Nos. 1, 2, 3; Vols. 30 to 34; Vol. 38, Nos. 1, 2, 4; Vol. 44, No. 4; Vol. 45, No. 2; Vol. 50, No. 4.

SAILORS' MAGAZINE.

Parts of all the volumes except Vols. 6 to 13, 21 to 25.

Also any numbers of New Bedford newspapers prior to 1850 except the Mercury.

☞ Persons having books from the Library sometimes move away and leave them behind. Should this meet the eye of any person having knowledge of any of our books not in the possession of those who have taken them from the Library, they are earnestly desired to have them returned. Ample compensation will be allowed for any trouble or expense attending such return.

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FOR THE YEAR 1870.

TRUSTEES.

His Honor, GEORGE B. RICHMOND, Mayor of the City.
CHARLES M. PEIRCE, Jr., Esq., President of the Common Council.
JOSHUA W. FROST, Esq., Chairman of the Joint Standing Committee on Public Instruction.
Hon. GEORGE HOWLAND, Jr., }
JAMES B. CONGDON, Esq., } at large.
WARREN LADD, Esq., }

PRESIDENT OF THE BOARD OF TRUSTEES.

HIS HONOR, THE MAYOR.

COMMITTEES.

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ACCOUNTS.

JAMES B. CONGDON, WARREN LADD,
CHARLES M. PEIRCE, JR.

LIBRARIAN.

ROBERT C. INGRAHAM.

ASSISTANT LIBRARIAN.

SOPHIA E. ALMY.

JANITOR.

DONATIONS FOR THE YEAR 1869.

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
American Antiquarian Society,	2		24
American Philosophical Society,		1	1
Anthony, E. & Sons,			366
Anthony, Rowland C.,	3		
Bates, Lewis B.,	1		
Bossange, Gustave,			1
Boston Public Library,			3
Briggs, Roswell E.,			1
Brown, Francis H.,			1
Buffinton, James,	26		
Bureau Refugees,			3
Butler Hospital for the Insane,			2
Canfield, Thomas H.,			4
Charlestown Public Library,			1
Chisholm, Elijah H.,	2		
Choate, John C.,	1		
Clark, William S.,			1
Clarke, Henry B.,			1
Clifford, John H.,			1
Columbia College,			1
Congdon, James B.,	2		34
Cushman, Austin S.,	1		
Dawson Brothers,			1
Dawson, H. B.,		1	
Detroit Young Men's Society,			1
Dexter, Franklin B.,			4
Eliot, Thomas D.,	20	3	45
Farrington, William H.,			8
Fessenden, C. B. H.,		6	2
Forbes, Mrs. John M.,			1
Gibbs, Mrs. Welthen,	1		
Goodwin, William F.,		1	24
Hartford Young Men's Institute,			1
Hartley, J. F.,	1		
Harvard College,			3
Haven, Samuel F.,			3

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
Haverford College,			1
Holton Library, Brighton, Mass.,			1
Hough, George T.,			5
Howe, Samuel G.,	1		
Hutchinson, Sylvander,	7	1	1
Ladd, Warren,			3
Ladies' Library Association, Flint, Mich.,		1	
Langworthy, Isaac,			2
Library Company, Philadelphia,			2
Library of Congress,	1		1
Lowell City Library,			1
Mc Carthy, Patrick,			1
Maine State Library,	4		5
Manchester Public Library,			1
Massachusetts State Library,			1
Minnesota Historical Society,			1
New England Historic-Genealogical Socity,			1
Nye, William B.,	1		
Peabody Institute,			2
Peirce, Benjamin,	1		
Peirce, Richard A.,	86		
Pitman, Robert C.,	5	2	24
Portland Institute and Public Library,	1		
Portland Society of Natural History,		1	
Potter, William J.,			7
Prosser, William F.,			1
Public Library, Cincinnati,			1
Public Library, Reading,			1
Reed, B. F. H.,		1	26
Rodman, Benjamin,	1		
Rodman, Edmund,	1	6	17
Sargent, J. G.,	1		
Seabury, Pardon G.,		1	
Springfield City Library Association,			1
State Lunatic Hospital, Northampton,			1
State of Massachusetts,	1		
Stone, Edwin M.,			2
Sumner, Charles,			2
Taber Brothers,			3
Taunton Public Library,			1
Tenney, J. E.,			2
Whitridge, William C.,			1
Willey, Henry,			2

Donors.	Volumes. Bound.	Pamphlets. Unbound.
Wilmington Institute,		1
Worcester Public Library,		1
Young Men's Association, Buffalo,		1
Young Men's Christian Assoc., Worcester,		1
Young Men's Mercantile Library Association, Cincinnati,		1
Young Men's Mercantile Library Association, Pittsburg,		1

NEWSPAPERS, CHARTS, ETC.

Bennett, Edmund H. — Bristol County Republican, Taunton, 1869–70.
Ewer, F. C. — Historical Map of Nantucket.
Goodwin, William F. — Will of Thomas Bradbury, Lithographed.
Peirce, Richard A. — Military Letters and Records.
Pitman, Robert C. — Our Dumb Animals. Vol. 1.
Wing, George. — Old Colony Gazette; and New Bedford Gazette, eleven numbers. Bristol Gazette, Fairhaven, six numbers.

PRINTS.

Barney, Edward L. — Lithographic Portrait of Timothy G. Coffin.
Morgan, S. Griffitts. — Portrait of the late Charles W. Morgan.

REPORT.

To His Honor the Mayor, and to the Gentlemen of the Board of Aldermen and of the Common Council of the City of New Bedford:

The Trustees of the FREE PUBLIC LIBRARY would, in accordance with the requisitions of the City Ordinance, respectfully place before you their EIGHTEENTH ANNUAL REPORT.

Upon a comparison of the statistics of the Library now laid before us by our Librarian with those contained in our last annual report, it appears that the year 1869 has surpassed all its predecessors in the extent of the use made of our books by the inhabitants of the city.

The whole number of books delivered and taken from the Library is *thirty-five thousand seven hundred and two.*

The daily average of deliveries has been *one hundred and sixteen.*

The increase of cards has been *seven hundred and eighty-seven.*

The whole number of cards which have been issued is *nine thousand six hundred and eight.*

By the following statement it will appear that in each of these items there has been an increase the past year.

	VOLUMES TAKEN.	DAILY AVERAGE.	INCREASE OF CARDS.
1868,	34,563	112	528
1869,	35,702	116	787
Increase,	1,139	4	259

We notice, also, an increase in the number of readers

at the Library. In our last report this feature in the operations of the institution was noticed, and the statement made that the number of books read or consulted in our rooms was fully equal to the number taken away. This is an interesting fact connected with the history and operations of the Library; and during the past year it has been very evident that there has been no diminution in the number of our visitors who have resorted to it for this purpose.

NUMBER AND CHARACTER OF OUR BOOKS.

We have now about *twenty-two thousand* volumes in our collection.

Imperfect as it must be acknowledged to be, when compared with those great depositories of books which are found in many of the large cities and universities of the new and old world, we feel confident that in proportion to the whole number, it contains an unusually large share of the standard works in our language.

It should be remembered that we have no books in our collection in any language but the English; and it will, we doubt not, be the policy of those who may have the management of the Library in the future, as it has been of those who have up to this time conducted its affairs, to fill up the numerous blanks in our catalogue of books in the language of our mother tongue, before appropriating any part of our limited means to the acquisition of works which can be read or studied only by a few. The time will come when it will be the duty of the managers to extend their acquisitions beyond this limit; but at present the perusal of the catalogues of publications in our language not yet within our means of attainment demands from the managers a strict compliance with the plan hitherto pursued.

DONATIONS.

Our record of donations which we publish, exhibits a gratifying increase in the number of those who have contributed to our collection. Our old friends have not forgotten us, and new ones have been added to our list. The contributions for the year are *eight hundred and sixty-one:* volumes, bound and unbound, one hundred and ninety-six; pamphlets, six hundred and sixty-five.

It has been from no desire simply to comply with what may be regarded as the ordinary civilities between the bountiful hand that gives and those which are filled by the bounty, that the trustees have never failed in their annual report carefully to publish a record of our donors and their donations. Every year shows us more and more forcibly how greatly we are indebted to those who have been thoughtful of us, and who have manifested their interest by their valuable contributions. A catalogue of the books, pamphlets, maps, newspapers and pictures which now form a part of our collection, and which we have obtained through the enlightened liberality of the friends of the Library, would exhibit an aggregate of accessions, both in number and value, well calculated to call forth expressions of grateful recognition.

It has been as your servants and as servants of the inhabitants of our city, that on your and their behalf they have given utterance to those feelings of gratitude which are excited when the friends of the Library have bestowed upon them that which has enriched our collection and has given them the gratifying assurance of a deep and widespread interest in the welfare of our cherished institution.

We would repeat here what we have often before expressed, the desire to have sent to us all kinds of pamphlets, newspapers, pictures and manuscripts. In our eyes the most insignificant publication has a value. It belongs to the history of the present or the past; and it

becomes, when put into our hands and assigned its place in accordance with the classification we have adopted, an available element in the work of the annalist or the historian.

We have entered upon our list of donors the name of Richard A. Peirce. In making mention of his name, and in referring to its record upon our list of donations, it is painful for us to remember that it is through a provision in his last will and testament that we have received these valuable accessions, and that they came to us through the hands of his executor.

General Richard A. Peirce died during the past year, and in his will bequeathed to the Free Public Library all his military books, manuscripts and letters. The books consist mainly of the reports of the Adjutant Generals of our own and other states. They contain a large amount of valuable information, and form a welcome addition to this department of our Library.

The manuscripts and letters are for the most part connected with the operations at Camp Meigs, where he had the command, with his headquarters at Readville, during the years 1863, 1864, and 1865. As entered upon our record of accessions, they number *sixty-five* different volumes and packages. A partial examination has shown us that there is contained in these papers, and particularly in the letters, much that is valuable and interesting. The progress of time will add to their interest and value. Of the printed matter there are *eighty-six volumes.*

It is not on account of this bequest only, that we would make grateful mention of the name of General Peirce. Although "early called," he had lived among us long enough to endear himself to all who enjoyed his acquaintance, and to perform much important work for our city, our state, and our country.

All the years of his short life were filled up with well

directed effort; and who is there who does not remember with gratitude and admiration the ardor with which he engaged in the military service of the country when our national life was threatened by treason and rebellion?

Previous to the war he was a representative from this city in the general court. He was a faithful, useful and prominent member.

During the war of the rebellion, although desirous of taking his place at the front, he complied with the request of Governor Andrew and remained in the state as one of his principal assistants in the work of receiving, training and forwarding the military recruits. Often has the writer of this heard our lamented Governor speak in terms of the highest commendation of the services of General Peirce.

Both are now departed. The statesman who was so warmly attached to the subordinate, and the subordinate who so loved and honored his chief and was so faithful to him, are both among the dead, — both taken in the prime of life, when the capacity for high, honorable and useful effort was in its period of greatest development.

We have been highly gratified by receiving from our esteemed fellow-citizen, S. Griffitts Morgan, a portrait of his uncle, the late Charles W. Morgan.

We regard this portrait as a valuable acquisition to our limited picture gallery. The people of New Bedford are glad to see upon the walls of their favorite institution pictorial representatives of those they have beloved and honored. And few have been more beloved and honored than he. His memory will long be cherished by our people; and the records of our city and of the Free Public Library will show to future generations that in the final distribution of his estate he was mindful of the welfare of the city of his adoption.

Our list of donations includes the name of Mrs. Welthen Gibbs. The volume set against her name is the

journal of Thomas Chalkley. We are induced to make this donation the subject of especial mention here, mainly for the purpose of giving an extract from the note by which it was accompanied. After stating her parentage, and that she was born in New Bedford, she adds: "To the seeker after true and undefiled religion, the contents of the accompanying volume will be invaluable, — to the antiquarian, perhaps its chief excellence may be found to lie in the fact that it was printed by Dr. Franklin *one hundred and twenty years ago*. The donor would bespeak the indulgence of the trustees in overlooking the faults of this presentation note by stating that she is in feeble health, with the weight of more than four score years resting on her head." We love to receive such gifts and such letters. We shall love to remember that in her beautiful old age, in her far distant dwelling-place, she thinks of the place of her birth and the home of her youth, and that she has placed in our library this valuable testimony of her recollections and her regard.

In the year 1858 this institution was designated by the Hon. Robert B. Hall, then the representative in Congress from this district, as the district depository for the public documents. The Hon. Thomas D. Eliot conferred upon us the same privilege. This, in connection with a donation from the Hon. Joseph Grinnell of the congressional publications issued during his protracted term of service, has secured to us a series of these publications nearly complete since the twenty-eighth Congress. It gives us great pleasure to state, that upon our application, the Hon. James Buffinton in a letter received from him in March last, cheerfully complied with our request to be continued as the depository of the district. In addition to this act of kindness and courtesy, we are gratified to acknowledge the receipt from him, under his own frank, of twenty-six volumes of valuable congressional publications.

In calling attention to our list of donations, we have been led to speak of the honored dead as well as of our obligations to the living. But our duties to the dead are not yet all performed.

When in 1852 our Library was established, HENRY HOWLAND CRAPO was a member of the board of aldermen of our city. He introduced into the city council the ordinance which gave it an existence, accompanied by an able report in favor of the measure.* As chairman of the joint standing committee of the council on education, he was a member of the first board of trustees. He died in July last at his home in Flint, in the state of Michigan, to which place he removed in the year 1857.

We can add nothing to the well-deserved and wide-spread reputation of Governor Crapo by any notice which our limited pages will allow us to publish. Already has the press of his native and his adopted state borne honorable testimony to his talents and his worth. As we write we have before us, gathered from a large number of papers, more than thirty publications called forth by his decease, all giving evidence of the high regard in which he was held, and of the deep and wide-spread regret at his loss. The part which he took in the establishment of our Library, and his efforts as one of its managers during the first year of its existence, were among the last services which he performed for the public before his removal from our city. Thus intimately associated with the opening year of our institution, that association is one of the multitude of interesting and honorable memories which connect his name with the city in which so large a part of his life was passed, and calls upon those who are now about to present to their fellow-citizens the *eighteenth* annual

*The first movement made in the city council in relation to the Free Public Library was by Warren Ladd, Esq., in July, 1851. The common council were favorable, but the aldermen *nonconcurred*. See Appendix.

report of the board of which he was one of the first members, to include in it a notice of the death of one of their number so early connected with our institution, and since so highly and honorably distinguished.

In our appendix will be found one or more of the notices from the public journals to which we have alluded. But could we publish them all, they would give but an imperfect account of the life and labors of this noble man. It is due to his memory, and due to the cause of a high and honorable ambition, that the struggles, hard and protracted of his early life, and the earnest, persevering and successful efforts of his manhood, should be given to the world in a detailed and permanent form.

From the time when the poor Dartmouth boy was making such a vigorous and discouraging fight with poverty upon the barren soil where he was born, to the period of his death, in a state over which he had twice been elected Governor, rich in worldly possessions, and richer still in the respect and regard of all who knew him, his life, although not a long one, was a continued succession of efforts for the attainment of an elevated and honorable manhood, worthy to be presented to the world for the encouragement of all who are called upon to do battle with the adverse circumstances of early life, or who would learn a lesson of true heroism in the discharge of high and solemn obligations amidst the torture of physical suffering and the prospect of speedy dissolution.*

In the report of the trustees of the Free Public Library for the year 1865, there is to be found the following remarks in relation to the bequest of Sylvia Ann Howland.

"Notwithstanding the circumstances of doubt and delay which are connected with the last will and testament of Sylvia Ann Howland, we are not at liberty to close our statement of the year's benefac-

*See Appendix.

tions without a notice of the magnificent bequest which that excellent lady has made to the city.

"'I GIVE AND BEQUEATH,' she says, 'TO THE CITY OF NEW BEDFORD, THE SUM OF ONE HUNDRED THOUSAND DOLLARS; AND I DIRECT THAT THIS SUM OF MONEY SHALL BE INVESTED JUDICIOUSLY UNDER THE DIRECTION OF THE CITY COUNCIL, AND THAT THE INCOME THEREFROM SHALL BE EXPENDED AND USED FOR THE PROMOTION AND SUPPORT WITHIN THE CITY OF LIBERAL EDUCATION, AND FOR THE ENLARGEMENT, FROM TIME TO TIME, OF OUR PUBLIC LIBRARY.'

"This is not the time or the place to indulge in speculations as to the result of the attempt which is making to deprive our city and the cause of education of this princely endowment, or to anticipate the result of a decision that shall place it within the control of our municipal authorities. Our duty is discharged by giving expression to the deep feelings of satisfaction and gratitude with which we have regarded this noble contribution in behalf of our instrumentalities for diffusing knowledge among the people. SYLVIA ANN HOWLAND, by this act of enlightened munificence, has won the right to have her name placed among the highest upon the list of our public benefactors; and there it will remain, even should an unenviable success attend the effort that is making to divert the current of her bounty from that domain which it was her purpose to fertilize and beautify. But we will not admit the possibility of such a result. We look forward with confidence to the day, and believe it to be not far distant, when the people of New Bedford shall have it announced to them that the design of their benefactress has been accomplished; and equally confident are we, that when that time shall arrive, the people's representatives will, by ordinances of wisdom and liberality, give the fund such a direction as will not only insure rich returns to the *present*, but that *future* generations shall rise up and call her blessed."

The "delay" has ended, the "doubt" is removed, and the "confidence" expressed has proved well founded. That the legal proceedings which for a time placed a barrier between the bequest of SYLVIA ANN HOWLAND and the city have been withdrawn, and the executors left at liberty to carry into effect the benevolent and enlightened designs of the testratrix, is well known to all the inhabitants of our city.

The report of our predecessors from which we have so liberally quoted, has anticipated the remarks which this noble bequest and the conditions annexed to it were calcu-

lated to call forth. We unite with them in the expression of the confident belief, "that the people's representatives will, by ordinances of wisdom and liberality, give the fund such a direction as will not only insure rich returns to the *present*, but that *future* generations shall rise up and call her blessed."

Had no mention been before made in relation to this bequest, and it had become our duty for the first time to speak of it, we could have found no language more befitting the subject than that which is contained in the inaugural address of His Honor George B. Richmond, mayor of the city.

Situated as we are, it is impossible that we should not feel a deep interest in a subject so nearly connected with the important work of the education of the people; and we feel that we shall have discharged our present duty by adopting and presenting to you as our own the words of our chief magistrate.

"It is well known to you and our fellow-citizens, that Sylvia Ann Howland, late of this city, bequeathed to the city of New Bedford the sum of two hundred thousand dollars. After years of doubt and delay, the legal impediments which withheld her bounty are about to be removed. Of the simple financial aspect of it I have already spoken. The money will, as I have reason to believe, soon be received; and this assurance comes to us at a time when a feeling somewhat allied to embarrassment has begun to connect itself with our fiscal affairs.

"I feel, gentlemen, that we have another duty to perform. Having received this munificent gift with gratitude and admiration of her who willed it, it is our duty to carry out her wishes to the fullest extent. Her desire for the construction of the water-works has been realized, and her gift of one hundred thousand dollars anticipated; and the conditions of the gift will be fulfilled when it shall be applied to the debt thus created.

"The conditions connected with the other moiety of the bequest will call for great care and much thoughtful attention on the part of the Council. Here and at all times it should be borne in mind that this munificent gift was not given that we might thereby make a trifling saving in our annual appropriations.

"The cause of education and of a high and extended intellectual

culture, as I understand, called, in her view, for means and appliances beyond those which it had been usual to provide for in our annual appropriation. This sentiment, so enlightened and so honorable, I understand she expressed to those who had the charge of giving a legal validity to her wishes with regard to her property.

"As soon as circumstances shall call for action on your part in relation to these bequests, it will become your duty to give a rightful and permanent direction, by ordinance, to the investment of the funds and the application of their income.

"When this shall be done, I feel that it will be your pleasant duty to have prepared, in some simple, expressive and enduring form, a memorial of this act of enlightened liberality."

SUPPLEMENTARY CATALOGUE.

Our Supplementary Catalogue was completed early in the year. It contains between eight and nine thousand titles, and, with our first publication, gives a complete catalogue of our books up to and including 1867.

The work was carefully prepared, and has been correctly and beautifully printed. In these respects it does not fall short in a comparison with any of the catalogues which have come to us from the largest libraries in our country.

INCREASED ACCOMMODATIONS.

During the year the finishing of a room in the attic of our Library building, has increased our space for the accommodation of our books. The room is large and convenient, and easy of access. It will give the librarian an opportunity to classify and arrange a large amount of reading matter not often wanted, but which should always be so kept as to give facilities for its examination.

A change that has been made in our library-room has largely added to our space, and to the appearance of the library.

The temporary and heavy shelving which had been placed in the upper alcoves on the east side of the room has been removed, and its place supplied by sets of shelves

with light and graceful cast-iron supports. The west side has been arranged in the same way. By this plan we have largely increased the space for books without any detriment to the beauty of the apartment.

But more room is greatly wanted. The room now occupied by the superintendent of water-works, which makes a part of the library premises, and was for many years occupied by the library, is now much wanted, and measures should be taken to restore it to its former use. It should, in our opinion, be thoroughly repaired and fitted for the purpose for which it was originally designed.

TRUST FUNDS.

The following is a statement of the operations for the year, and the present condition, of the several Trust Funds in charge of the Trustees.

GEORGE HOWLAND, JUNIOR, FUND.

The amount of this fund is	$1,600.00
Balance of income as per last statement,	$262.57
Income for the year,	104.00
	$366.57

The expenditures have been as follows:

For King Philip's war,	$5.00
For Life of Wedgewood,	10.00
For Shaw's Alphabets,	5.00
For Life of Holbein,	8.50
For Prang's Alphabets,	2.25
For Harding's Guide and Lessons,	12.00
For Manual of Wood Carving,	2.00
For Art of Illumination,	6.00
For Sowerby's Conchology,	5.50
For Elements of Heraldry,	3.00
For Lives of Boulton and Watt,	6.00
For Life of William Blake,	7.50
	$72.75
Balance unexpended,	293.82
	$366.57

CHARLES W. MORGAN FUND.

The amount of this fund is		$1,000.00
Balance of income as per last statement,		$111 85
Income for the year,		65.00
Amount now on hand,		$176.88

No expenditure.

CHARLES CONGDON FUND.

Balance of income per last statement,		$75.00
Expended for Chamber's Encyclopedia,	$35.00	
For Yosemite Book,	30.00	65.00
Balance,		10.00
		$75.00

HORTICULTURAL SOCIETY FUND.

Balance as per last statement,		$84.40

Expenditures.

Spectrum Analysis,	$6.75	
Fresh and Salt-Water Aquarium,	1.12	
Graham's Chemistry,	6.00	
British Beetles,	3.50	
British Bees,	3.50	
Geology of Illinois,	9.00	29.87
Balance,		54.53
		$84.40

BALANCES UNEXPENDED.

George Howland, Jr., Fund,	$293.82
Charles W. Morgan Fund,	176.85
Charles Congdon Fund,	10.00
Horticultural Society Fund,	54.53
Whole amount unexpended,	$535.20

All of which is respectfully submitted.

ANDREW G. PIERCE,
HORATIO HATHAWAY,
JOSEPH H. CORNELL,
GEORGE HOWLAND, JR.,
WARREN LADD,
JAMES B. CONGDON,
} Trustees Free Public Library for 1869.

CITY OF NEW BEDFORD,
Free Public Library, Jan. 5, 1870.

APPENDIX.

APPENDIX.

HONORABLE HENRY HOWLAND CRAPO.

The following notice of the late Governor Crapo was published in the New Bedford Evening Standard of July 27, 1869. He died on the 23d. Our reasons for its republication here are fully stated in the report, and need not to be repeated. Indeed, we have always believed that a notice of the death of any beloved and honored man or woman closely connected with the history of our city, should find a place in our reports. The character and lives of those who have departed from among us, leaving behind them pleasant and instructive memories, should find a record in the annual statements of the managers of an institution so closely identified with the moral and intellectual welfare and progress of our inhabitants.

This notice was written by James B. Congdon, an intimate friend, and who was, for a great number of years, associated with Governor Crapo in the management of our town affairs.

"We must leave to the pen of the biographer the details of the life of this estimable and remarkable man. The materials are ample for a volume replete with interest and instruction. Justice to his memory and to the large number to whom his name on the title page would give the book a value, and to that much greater number to whom the experience of such a life would impart energy and guidance, calls for the publication of such a work.

"In the meantime, the readers of the Standard, the people of this community, cannot be satisfied with the brief notices penned and published as the telegraph flashed to us the intelligence of his death.

"With no pretensions to the qualifications demanded of him, who shall be called upon to discharge the duty of biographer of Henry Howland Crapo, we would endeavor to supply the want and the expectation to which we have alluded.

"Mr. Crapo was born in the north part of the town of Dartmouth, in the county of Bristol, May 24, 1804. His early life was one of toil and privation. His parents were poor; and from the sterile soil which they cultivated no returns could be obtained beyond a mere livelihood.

"He early became alive to the fact that there were better things to be obtained in life than such as were yielded by hard and incessant toil upon a North Dartmouth farm, and he saw, too, that the opening to these better things was mainly through the knowledge to be found in books.

"We cannot follow this earnest Dartmouth boy in the long-continued struggles which constitute the salient feature of his early life. No toil was too hard, no sacrifice too great to be encountered and overcome by his persistent efforts.

"We have seen a dictionary in manuscript, *compiled* (not copied) by him, when such a book was not to be found in his neighborhood, and no means were within his reach for its purchase. In his desire to acquire a knowledge of the English language, he copied into his book the words he met with, whose meaning he did not understand, and then as he met them in the newspapers and books within his reach, he would study out and record the definitions.

"From a book which he picked up in the neighborhood, he made himself familiar with the theory of surveying. There was a call for the services of a land surveyor, but he had no compass. But in this, as in other cases, there was a 'will,' and consequently there was a 'way.' A compass he wanted, and a compass he would have. He had no money; but near at hand there was a blacksmith's forge, and upon that forge and with such tools as he found in the shop and used while the smith was at dinner, a compass was constructed, and the Dartmouth boy, like George Washington, began life as a surveyor of land. The General did not make his own compass.

"He became a teacher, too. He was the 'village master'; and when in the course of time and under the pressure of law a high-school was to be opened, he became a candidate for the mastership, and succeeded. Not however without a struggle. He knew what the law required; and hard was the toil required of him to meet these requisitions.

"One evening, after the labors of the day were over, he travelled on foot from his home to New Bedford, called upon J. H. W. Page, then, it is believed, preceptor of the Friends' Academy, went through a thorough examination, received from him a certificate that he was qualified, trudged back to his home the same night, and lay down upon his bed after travelling twelve or fifteen miles on foot, happy in the possession of a talisman that would open to him the door of the school-house.

"When at the age of thirty-two he left Dartmouth and became a citizen of New Bedford, he still followed the occupation of a land surveyor, helping out his scanty gains by occasionally acting as an auctioneer. Upon the retirement of Capt. Kelley Eldridge, who had long and faith-

fully served the town, he was chosen town clerk, treasurer, and collector of taxes. These offices he held until the form of our municipal government was changed, a period of about fifteen years. Upon the inauguration of the city government, he was elected treasurer and collector of taxes, a situation which he held for two or three years.

"He closed his connection with our municipal government by holding for a short time the office of alderman. As chairman of the council committee on education, he was one of the first board of trustees of the Free Public Library. The report upon which was based the order for the establishment of that institution, was prepared by him.

"No man connected with our municipal concerns ever had, to a greater extent than Mr. Crapo, the confidence of the people. He was exact and methodical in all matters of record; conscientious and laboriously persistent in the discharge of every duty; clear in his methods and statements in all that appertained to his official transactions with the town and his townsmen, leaving, at the end of his long connection with them, all that belonged to his department as a financial or recording officer so luminous and complete that no error has ever been detected or any improvement made upon his plans.

"It was, while thus connected with the town, that his mind was in training for the elevated positions to which he was afterwards called. It was in the New Bedford town meetings and in the transaction of the business connected with the town affairs, that he learned those practical lessons which were so important to him when he took his seat in the senate of Michigan, and when he guided the affairs of the Peninsular State as its Governor.

"How often, when speaking of his experience while holding these offices so exalted and so honorable, has he been known to advert to the training of the town meeting, and to the lessons taught him while connected with our town affairs; and to declare but for that experience he never would have succeeded when his fellow-citizens of Michigan bestowed upon him such high official honors.

"As president of the Bristol County Mutual Fire, and secretary of the Bedford Commercial, Insurance Companies, he gave to those institutions that integrity of purpose, those prudent and sagacious counsels, and that luminousness of method that characterized all his transactions with and for his fellow-citizens. No moment was unimproved.

"While connected with the town government he compiled and published between the years 1836 and 1845, five numbers of the New Bedford Directory, the first work of the kind issued among us.

"He also gathered a large and valuable amount of materials relating to the early history of his native town. These must remain among his papers; and will, no doubt, one day assist in the compilation of a history of the town of Dartmouth, and of the four other municipalities which once made a part of that prolific mother of towns.

"We have space but for a brief sketch of Mr. Crapo's business and

public career after his removal to Michigan. The circumstances of his removal and of the manly struggles and sharp conflicts which made a large part of his experience during his early residence in that State, although they form an interesting portion of his history, and, in a most remarkable manner, exemplify the sagacity and persistence so prominent in his character, cannot be detailed here. He triumphed over every obstacle, and in a few years after his removal to Michigan in 1857, he was known as one of the largest owners of woodland and one of the most extensive and successful manufacturers of lumber in the State.

"The qualities which he exhibited in the management of his large and lucrative business, led to his introduction into public life. In 1862 he was elected mayor of Flint, his place of residence; the two follow-lowing years he served as a member of the Michigan senate; and in 1864 he was elected Governor of the state, holding the office for four years. As a senator he exhibited those patriotic and statesmanlike qualities which excited the surprise and admiration of the people, and which led to his selection, with uncommon unanimity, for the highest office in their gift. The volunteers of Michigan were grateful to the senator whose devotion to them never faltered; the people were also grateful; for he showed them the way by which they could be just to the defenders of the country, and, at the same time, bear with ease the pecuniary burthens of the conflict.

"But prominent as he was, and great as was his success as a senator, the people of Michigan would not receive him as their candidate for Governor until he had, by stumping the State, shown them his face, and proved, by meeting his opponents in public discussions, his right to the high distinction.

"In no time during his life, did Governor Crapo show more prominently the large resources and sterling traits of his character. He owed it to the party which had put him in nomination, that there should be no failure on his part to meet the call of the people. But he went forth, with an unfaltering determination, it is true, but with many misgivings; and when after a few trials he found that he had met the expectations of his political friends and had worked himself into a position of confidence in his own ability to meet the exigencies of the occasion, no man in Michigan was more surprised at the result than the candidate himself.

"The man, who but a few years before, had been obliged to retire from the platform of a political meeting in New Bedford, because, in his distrust of his own ability and his awe of the multitude, he could not utter a word, was now the favorite orator of the people and everywhere triumphantly successful. He was elected and reelected by large majorities; and his wise administration of the affairs of the State justified the selection that had been made by the people. The events of

that administration belong to the history of the country. We have space to advert to one only.

"For many years it had been the custom for the successful candidates for governor, to be applied to for pardons for all such inmates of the State prison as had been able, in any way, to make an interest with the prominent politicians of the winning party. It was considered, as a matter of course, that these applications should be granted; and the result had been, that upon the election of a new governor, a large batch of pardons was granted, and a great number of convicts let loose upon the people.

"Governor Crapo met the usual applications of this character with a firm and inflexible denial. The party men who had aided in his elevation, and who looked upon this brokerage in pardons as a portion of the party spoils, were amazed and indignant at this exhibition of official independence. But indignation and threatening availed not. The vile practice was stopped; and the Governor sent forth from his office, in defence of his course, and in condemnation of the former proceedings, a paper, so full of sound and statesmanlike views upon the subject, and so clearly and forcibly expressed, that it was regarded as one of the ablest upon the subject of the pardoning power that had ever been written.

"The biographer of Governor Crapo will one day tell with what heroic determination he bore up under the pressure of disease and performed his public duties, when to discharge them seemed to be the summons to certain death.

"The visitor to Michigan and to the former home of Governor Crapo will be shown his wide-spreading acres; and will be told of that sagacity and perseverance which converted immense tracts of swamp, prolific in nothing but wild plants and poisonous malaria, into beautiful and fertile farms.

"Such is a brief and most imperfect record of the life of Henry H. Crapo. His was not a long life, but few men have accomplished so much; and while his efforts gave him success and distinction, they, at the same time, were the means of wide-spread and enduring advantages to others."

We find the following in a letter from Flint, Michigan, dated July 23, published in the Detroit Tribune.

"To say that his death has cast a gloom over our entire city, very inadequately expresses the deep sorrow depicted on every countenance. He has not only won the respect but the affections of our citizens. While the state at large will regret his death as an eminent and upright public officer, we mourn his untimely end as an energetic, influential citizen, a wise counsellor, a prime mover in the prosperity of our city,

and a kind neighbor who ever stood ready to aid the unfortunate. With his administration of state affairs the public are familiar. It needs no eulogy at our hands. Suffice it to say, that he assumed control at a very critical period, being near the close of the war, when all public affairs were in a very unsettled condition, and when the resources of the state were being taxed to the greatest extent to meet the demands of the general government in prosecuting the war with vigor. That we emerge from the great contest with a proud record, ranking with the highest for aid and counsel rendered the government, was attributable in no small degree to the great foresight and indomitable energy displayed by our lamented ex-Governor, who so well took up and carried forward the patriotic and untiring efforts of his predecessor in the gubernatorial office. The brave boys who sustained the glorious reputation of our state, during the last year of the war, learned to love and respect him for the almost parental affection shown them, and we know they will long revere his memory, and in this they will be joined by all who knew him.

"He died almost without a struggle. Half an hour before the spirit took its flight, he was resting very quietly, without indication that his end was so near. But soon after, on making some necessary exertion, he apparently fainted, and dropped away without further warning. While our people would not parade their sorrow, they cannot withhold their tributes of respect. A great deal of the business of our town is to-day suspended, flags are floating at half-mast, and many places are closed and draped with mourning. The common council assembled this forenoon and passed resolutions expressive of the deep public feeling and the profound sorrow that is felt by our whole community."

The Flint Globe of July 28, has a brief but truthful and able article on the death of Governor Crapo. We give a few extracts.

"In 1861 he was elected mayor of this city. In the following year he was chosen by the people of Genesee county to represent them in the state senate. In 1864 he was elected to the responsible position of Governor of the state, and in 1866 was reelected to that office. These positions he filled with satisfaction to his constituents and honor to himself. Even his political opponents accorded to him great credit for his integrity and earnestness of purpose.

"A cotemporary remarks that 'Michigan never had a Governor before him who devoted as much personal attention and pains-taking labor to his public duties as did he.'

"The same may be truthfully said in reference to every public position he has held. The same spirit controlled him in everything with which he had to do. His vast private business received his personal

attention even to the smallest minutia. This, he contended, was the real secret of success; and in no branch of his business was it more strictly adhered to than in his agricultural pursuits. Agriculture was his favorite theme, and he gave it much attention and study. He owned and cultivated three large farms in this county, the most extensive of which, known as the 'Gaines Farm,' being located about twelve miles from this city, and containing 1200 acres. These farms are well stocked with the highest grades of imported cattle, sheep, etc., (many of which he imported himself,) and are under a fine state of cultivation. He directed operations on these farms from maps which he had drawn, and when confined to his bed, he required those in charge of them to report at regular intervals. From his couch he gave directions for their management even to the minutest details. When we add to all the zeal he manifested in conducting his business enterprises, the attention which he has given to those of a public nature — his connection with railroad interests, and the vast amount of labor which the public positions he held imposed upon him, — we are amazed while we admire the great mental power which he has exhibited.

"Governor Crapo was not what critics would call a brilliant man, yet he was gifted by nature with the true elements of greatness, — a clear and comprehensive intellect, an honest heart, of righteous determination, and vigilance in all his undertakings. Ever truthful, he knew what course to pursue; prudent, he knew where to stop; fearless, he knew when to advance. As a private citizen he was enterprising, generous, and a safe counsellor; as a neighbor he was kind, and in his family affectionate. He was a member of the Christian church. He considered the self-evidence of the Christian doctrine its most powerful recommendation to the conscience of every human being possessed of a well-balanced heart and brain; and we believe he has a place in the kingdom 'not of this world.' Long will the loss of the great and noble subject of this notice be felt, not alone by the people of this city and vicinity, but by the people of the state at large."

THE FIRST MOVEMENT IN RELATION TO THE ESTABLISHMENT OF THE FREE PUBLIC LIBRARY.

Letter from Warren Ladd, Esq., to His Honor George Howland, Jr.:

NEW BEDFORD, Aug. 16th, 1856.

DEAR SIR, — Inclosed I send you the original order I introduced in the Common Council July 8th, 1851, in relation to the establishment of

a Free Public Library in this city. You will see by the indorsements that it passed the Council, but was killed in the Board of Aldermen. The order was the first incipient step in the movement which established our present Free Library. I offered the order on my own responsibility, without any previous consultation with any one, and urged its adoption in a few remarks on the benefits which would follow its establishment to all classes, more especially to the young — to those who had just left school — as an agency by which they might be enabled to store their minds with useful knowledge. The order passed the Common Council, I think, without a dissenting voice.

* * * * * * * * * * * * *

Yours respectfully,

WARREN LADD.

Hon. GEORGE HOWLAND, Mayor.

IN COMMON COUNCIL,
July 8th, 1851.

Ordered, — That a committee of three from the Common Council, with such as the Board of Aldermen may join, be appointed to take into consideration the expediency of establishing, in this city, a Free Public Library.

Adopted.

[Signed,] LUTHER G. HEWINS, Clerk.

Sent up for concurrence.

IN BOARD OF ALDERMEN,
July 8th, 1851.

Nonconcurred.

[Signed,] I. M. RICHARDSON, City Clerk.

1870.—CITY DOCUMENT No. 8.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

Superintendent's Annual Report,

FOR THE YEAR 1869.

NEW BEDFORD:
E. ANTHONY & SONS, CITY PRINTERS.
1870.

In School Committee,
Dec. 29th, 1869.

Adopted, and 500 copies ordered to be printed, together with the Superintendent's Report, for the use of the Committee.

H. F. HARRINGTON, *Secretary.*

REPORT.

To the Mayor, Aldermen, and members of the Common Council of the City of New Bedford:

In compliance with the requirements of law, the School Committee, at the close of another official year, present their report of the condition of the public schools, with such "statements and suggestions as they deem proper to promote the interests thereof."

The past year has exhibited gratifying improvements in the department entrusted to our special charge, and it affords us the highest satisfaction to be able to report the general condition of our schools to be better than it has heretofore been. Recognizing the importance and delicacy of the trust confided to our hands, it has been our constant desire to place our common schools upon such a basis as to render them in every respect preferable to others in the community maintained by individuals. We have endeavored to secure and retain in service teachers whose fitness for their honorable and responsible profession has been apparent from their success, and who recognize the necessity of constant mental growth to meet the requirements of their position. Their dispositions, acquisitions and tact have been considered in assigning them their duties, in order that the best results might be obtained. We have sought to infuse into the corps a spirit of earnest and zealous interest in their labors; and while we have manifested a proper appreciation of their services by a just increase of compensation, we have sought to remove any false idea, if any such existed, that they held their offices

by any other tenure than their special fitness for the profession of their choice. It has been our desire to afford all the schools the same advantages of convenient rooms, good ventilation and comfortable desks, and to furnish them equally with all the facilities which the experience of the best educators have sanctioned.

EXPENDITURES FOR THE SCHOOLS.

To this end we have not hesitated to call upon the Council for such appropriations as were needed to meet these wants, feeling assured that there are none in this community who do not recognize the value of a good education, and acknowledge that the expenditure is wisely made which renders the future citizen better and wiser than his ancestors. In hearty sympathy with our efforts the Council made the requisite appropriations, and this committee has endeavored to exercise such a prudent economy in their expenditure as was consistent with the efficiency and prosperity of our schools. This community does not regard parsimony as the synonyme of economy, and will never consent that our public schools, for want of means, shall rank below those of other places equal in wealth and population; nor will it willingly abdicate the position heretofore attained of excelling in judicious liberality for the support of education.

ALTERATIONS AND REPAIRS.

It has been long apparent that the system of placing our Grammar schools upon the department plan would render it necessary to modify the interior of the Parker Street school-house; and this year, with the sanction of the committee on public property, it has been accomplished at comparatively small expense. The results are that better order is maintained, better discipline enforced, and more satisfactory progress in scholarship secured. Contracted

and ill-adapted recitation rooms have been remodeled and converted into more convenient and airy apartments, provided with comfortable and well arranged desks. The school is no longer disturbed by classes going to and returning from their recitations, but each room is now under the charge of an assistant, and classes recite where they study. By this arrangement the committee have been enabled to dispense with the services of one assistant teacher. The building may now be regarded as hardly inferior to any of like character in our city. If a hall suitable for the assembling of the entire school could have been provided at the same time, it would have been more nearly in conformity to the plans of the best modern school buildings; but the lack of appropriations rendered it necessary to postpone this improvement for the present year.

The Acushnet school-house has been repainted, and the interior much improved by levelling the floors and introducing convenient seats and desks. It has long needed thorough repair, and the citizens in that vicinity have had good cause of complaint at the apparent inattention to their necessities. An excellent school is maintained there, due to the high character of the teachers and the interest manifested by both parents and scholars, and the committee were glad not only to add to the value of the city property, but to afford encouragement to an appreciating community, and advance the best interests of the school.

Some minor repairs have been made upon the Clark's Point school-house, and it has been repainted. The Averill Chemical Paint has been used, with a view of testing its claim to superior durability. A comparison can be made in this respect with the ordinary paint used upon the Grove school-house, which was repainted at the same time.

Lightning-rods have been placed upon most of our larger buildings, after conference with and the approval

of the committee on public property, as most of the rods formerly in use were more dangerous than serviceable.

The disastrous gale of September last rendered necessary considerable repairs which could not have been anticipated in our estimates, and have augmented our expenditures in an unusual degree.

Some of our school-houses will need repainting during the coming year, but they are generally in a fair condition, excepting the Sixth Street school-house and that on Charles street. It has been a serious question with former committees, as with this, whether these buildings are worth the extensive repairs which are necessary to place them in a condition which would compare favorably with our other public buildings. We trust that with a diminution of the ordinary expenditures in other channels, the city government may feel it incumbent to supply such buildings as are needed in these localities.

Although the building on Middle street has lately been enlarged and remodeled for the High school, it is not improbable that in another year it will be found too small to accommodate the number of scholars who may be entitled to admission. It will occasion great embarrassment either to provide elsewhere for the surplus, or to displace the Grammar school to obtain the room that may be needed. There should be a building devoted exclusively to the High school, and this committee would again renew the recommendations of former committees upon this subject, and request of the Council that it would opportunely provide against the threatened emergency.

CHANGES IN TEXT-BOOKS.

In many cities in this commonwealth either the Mayor or the President of the Common Council, and in some instances both, have been constituted *ex-officiis* members of the school committee. Thus direct harmonious action is

maintained between these several branches of the government, and the necessities which require appropriations are more fully understood and appreciated. A similar provision has during the last year been engrafted upon our city charter, with good results aside from the considerations alluded to. The statutes relating to changing text-books imposed onerous and unreasonable restrictions on committees of equal numbers to ours, while those having a greater or a less number possessed greater facilities and were subjected to fewer restrictions. Special legislation had been resorted to in so many instances to secure a modification in the application of the law, that our city was about the only one in which the provisions of the general statutes were in operation, which required a reference to a sub-committee and a concurrent vote of two-thirds of such sub-committee, with three-fourths of the whole school committee. In this anomalous state of affairs a bill was prepared and introduced into the legislature, but so strong was the prejudice to modifying the general law that the measure failed. Thereupon a majority of this committee, with the greater part of both branches of the City Council, petitioned for the change in the charter, constituting the President of the Common Council *ex-officio* a member of this Board. This makes our number nineteen, and enables a majority to effect a change in text-books without any prior reference, after adequate notice, where heretofore two members of a sub-committee, or four members of the board, could thwart the efforts of the rest of the committee to secure any advantageous change.

This facility for making needed changes, it is believed, will not be prejudicial to the interests of the schools, burdensome to the city treasury, nor expensive to parents. In only one instance since the amendment to the charter has any change been made, and in that case a former board had discontinued the use of Fitch & Colton's geographies,

and no authorized edition of any work in that branch of study was legally in use. The introduction of Warren's common school geographies was made without expense to the city, and the exchange of old books for new was effected without cost.

The impression prevails quite widely among those not familiar with the transactions of the board, that changes in text-books are frequent, and that parents are from time to time subjected to a needless expense in purchasing new books. Excepting the High school, there has been no change in text-books in our schools for the last two years, until the introduction of the geography above referred to. Under the impulse of the active and progressive civilization of the present day, improvements are being made as well in the arrangement as in the selection of materials for text-books; the discoveries of the age are incorporated, simpler methods are adopted, whatever has become obsolete is discarded, and instruction is imparted less by burdening the memory with formulæ than by affording exercise to observation and reason. It is the duty of the committee judiciously to make such changes as shall secure those means of instruction which experience has shown to be preferable to those we now have.

Books, like fashions, not only become antiquated with all else in this age of change and improvement, but in the hands of our rough and inconsiderate young students defy the cunning of the binder, and rapidly wear out under such usage. When they must be replaced, it is worthy of consideration whether a better book cannot be substituted. The Metric system of weights and measures, which must eventually supercede those now in use, should be in the hands of every pupil, and the arithmetic which best presents this simple system must supplant in time its antiquated rival. When nations cease to change their boundaries, when explorations are no longer made, when dis-

coverers are without occupation, when the world has ceased changing and mankind become fossilized, then we can stereotype our geographies and replace a worn-out book by one of the same edition. Our modern histories are constantly changing and multiplying. The last decade alone has chrystalized a century of history, and we cannot afford to have our children ignorant of this new era of progress, or deprive them of its lessons of loyalty. In physics, also, discovery has followed discovery in such rapid succession, that new sciences have grown up from what were considered rudimentary principles, and the old text-books would only be hindrances now, instead of aids. To the improvements in this respect is largely to be attributed the superiority of our scholars at an earlier age than formerly. The discoveries of a few years since, which then were so wonderful and astounding, are now frequent topics for discussion in our schools, and enter into our common stock of knowledge. Change in text-books is therefore at times essential to the advancement of the schools, stimulating the minds of the scholars, awakening an increased interest, and furnishing alike to teacher and scholar the gratification of novelty and conscious mental progress.

PRIMARY AND GRAMMAR SCHOOLS.

Our Primary and Grammar schools are in good condition. They are so graded that a comparison may be instituted in different schools between classes of the same grade. Written examinations are required twice each term in the Grammar schools, and the effect is most salutary. The teachers thus ascertain more accurately the thoroughness or deficiencies of their scholars, while the scholars learn to give expression to their thoughts in accurate language. In the Parker Street school these examinations have been made even in music, with the most

gratifying results. We feel confident that there has been improvement in most of the schools during the year, while in some it has been of a very marked and decided character. This superiority is mainly due to the zeal and interest of particular teachers, and to that emulation felt alike by teacher and scholar in classes of the same grade.

UNGRADED SCHOOL.

The attendance has been generally good. The whole number of scholars borne upon our rolls during the present year was 3565, while it was 3630 in 1868, 3606 in 1867, 3676 in 1866, and 3494 in 1865. There are two causes which have operated to create this diminution: one is the prevalence of diseases peculiar to children, which depleted the schools during the last term; and the other is the non-enforcement of the truant law. In 1868 the ungraded and the farm schools had an aggregate of 150 pupils, while during the last year they have only had 86 pupils. This statement does not present such a hopeful inference as might casually be drawn from it. The truant officer receives no more pay for performing this duty, in addition to his other duty, and therefore has no incentive to its execution. He promptly responds when notified by the teachers or superintendent, but does not make it, perhaps because he cannot, his chief duty to search out those who are neglected, children who keep away from school, or are kept away by parents or employers. The number thus growing up in ignorance, and sometimes in vice, is still quite large, and we cannot, on the score of economy alone, afford to have them added to the prospective number who are to fill our alms-house and correctional institutions. We would therefore request that an officer be detailed especially for this service, to report daily, or oftener if need be, to the superintendent, and to act under his instructions in all matters pertaining to these important

duties. It is believed that legislation upon the subject is adequate: we only need the enforcement of the laws in such a judicious and prudent manner as shall render confinement in our Farm school a measure only of final resort.

GRADUATES OF THE GRAMMAR SCHOOLS.

One of the most gratifying results of the present system of our graded schools, is seen in the increase of the number of those who graduate from our Grammar schools. The children thus *remain* in school a longer time, and the community, as well as themselves, are correspondingly benefited. In 1867 the number who graduated from those schools was 148; in 1868, 188; and in 1869, 204; and the aggregate in the present first classes is 227. While the population of the city has not increased, the number obtaining a complete common school education is steadily increasing. The longer that parents retain their children at school the better generally will be their prospect of advancement in life, and the more assured their success.

EVENING SCHOOLS, AND A MILL SCHOOL.

The Evening schools have been established and continued as in the past. They have this year been placed under the charge of male teachers. The attendance does not materially differ from year to year; but they do not obviate the difficulty heretofore and now existing of providing suitable instruction for the children employed in our mills. When this number is doubled by the expected increase of our manufacturing population, consequent upon the completion of the Wamsutta Mills, it will become necessary to establish a school especially for them, and to effect similar arrangements with the corporation to those made in Salem, Fall River, and other manufacturing localities, whereby proper instruction can be afforded at periods during the year, in such manner as to cause the least incon-

venience to the employers and to parents who are dependent upon the labor of the children. We would respectfully request that suitable accommodation for such a school may be seasonably provided, as our evening schools are not adequate for that purpose.

AMOUNT OF EXPENDITURES.

The aggregate amount of bills *approved* during the present calendar year is $61,679.16. Ordinarily the apparent expenditures for the year are only those of the nine months of the financial year included in the report of the school committee, and no mention is made of the actual expenditures of the calendar year. But it is desirable that they should be here stated, although in fairness to the present board it should be accompanied with the fact, that bills incurred by former boards are thus included in the expenditures made from the appropriations of the current year, and thus swell the excess over the appropriations. Though this would show the cost of education to have been this year $17.50 per pupil, yet it is not accurate for the reason above stated, and also because it includes permanent repairs, and in part expenses not ordinarily arising. In 1867 New Bedford ranked as the eighteenth, and in 1868 as the twenty-sixth in the commonwealth's returns showing the comparative liberality of the towns and cities in making appropriations for the support of public schools. In the latter year the cost per pupil here was eleven dollars sixty-seven and one-half cents. At that time in seven cities and towns the cost per pupil was greater than the cost in this city for the present year, even if the statement above made was considered as entirely accurate.

The expenditures since the commencement of the financial year have been as follows:

For salaries,	$32,123.82
For books and stationery,	1,913.04
For fuel,	2,956,85
For heating apparatus,	802.53
For alterations and repairs,	4,325.39
For cleaning and whitewashing,	519.55
For sweeping and making fires,	1,064.94
For High school apparatus,	777.46
For furniture,	1,369.38
Miscellaneous,	959.35
Total,	$46,812.31

It will be seen that our expenditures must exceed the appropriations made for the current financial year. The excess was occasioned, in a great degree, by the increase of salaries, and by repairs which to some extent were occasioned by the gale. The former your committee recognized as a necessity, and the latter were unavoidable and extraordinary. As rapidly as our means will allow, improved school furniture is gradually superseding the old; but in consideration of our other expenditures, we have not felt justified during the past year in making the usual outlay.

TEACHERS' SALARIES.

During the year we have lost the services of two excellent teachers in the High school. Misses Wheeler and Gardner have been induced by better remuneration to leave positions in our service, and two of our Grammar school teachers have embraced more lucrative offers from other places. Experience has demonstrated that we cannot expect to retain our best teachers while their services will command better salaries elsewhere, and in order to retain those who are most useful and successful in their vocation, we must render them adequate compensation.

It is a fact that the relatively exalted position attained by their profession has resulted in enhancing their salaries. We cannot expect to have flourishing and progressive schools if we are unwilling to pay as much as others do for like services. Good teachers command good salaries, and once secured are generally retained, without regard to cost, by an appreciating committee. If we will only employ "cheap" teachers we may as certainly expect inferior instruction. We trust that the moral necessity imposed upon us by our circumstances will be duly considered by the Council, and that our expenditures in this respect will be regarded as judiciously made. The slight increase, even now, is hardly adequate to prevent our teachers from receiving a better offer, and individual cases will occasionally arise where we must give increased compensation or lose a teacher. We have no surplus of good teachers, and cannot afford to be a source of supply for other places less wealthy, or allow other localities to be recruited from our numbers. The better policy is to retain, if possible, those who are most sought for. If they are valuable elsewhere, they are equally so for us, and the experiment of filling vacancies is not always attended with success.

BOOKS AND STATIONERY.

In order to regulate the supply of books and stationery, the board secured sealed proposals for furnishing in gross the quantity estimated as necessary for the year, and purchased on the most favorable terms that could be obtained. There is now on hand a supply valued at about $200; sufficient, it is supposed, to meet all the requirements of the present financial year. These articles are now supplied directly from the room of this committee, and a constant check is thus established in their consumption. The system is more economical than that heretofore in use, and experience will soon enable us to detect any waste or care-

lessness on the part of either teachers or scholars. The children of the poor must be supplied with books, and our statutes make provision for them; but their cost is never, in fact, reimbursed to the treasury by parents and guardians, from the difficulties inherent in the mode of collection. We have afforded every proper facility for such to obtain books, but have also sought to secure the city from imposition and to preserve the public property thus necessarily used. It is an expenditure which is unavoidable, and will always form a considerable item of cost.

APPROPRIATIONS FOR HIGH SCHOOL APPARATUS.

Impressed with the popular demand that our High school should be placed upon the best possible footing, the committee obtained an appropriation of ($1000) one thousand dollars for the purpose of securing a good supply of philosophical apparatus. That portion belonging to the school was placed in serviceable order, and very considerable additions were made of new and useful articles, so that now there is at command for experimental illustration and demonstration an excellent collection. From time to time other additions will become necessary, and we commend to our successors the policy of keeping up as full a complement of philosophical apparatus as can be advantageously employed in connection with the prescribed course of study. That now on hand can be kept in repair at a trifling cost, and only a small annual expenditure will be necessary to supply the new demands that may arise.

Having, therefore, supplied the wants of the High school, the committee ordered an anatomical clastic preparation of the human form from the atelier of Dr. Anzoux in Paris, for the use of all our teachers in giving demonstrations in anatomy and instruction in physiology and hygiene. The High school is intended as its depository. Composed of some two thousand different parts, it is ex-

pected that some portions will be in constant use, passing from school to school, and prove invaluable in awakening in both teacher and pupil an interest in that which concerns most vitally our happiness and usefulness, — a knowledge of the laws of our being and of our health. Our pupils become familiar with what is around them, but are sadly ignorant of "the house they live in." They learn the motions of the heavenly bodies, but the body formed in the image of the Great Creator has mysteries which are never revealed to them. The laws of matter are formulated, but the laws of health are never developed and explained to them, and they are left to discover them by the penalties of their infraction.

Several months have elapsed since the order was given for its manufacture, and advices have recently been received announcing its shipment. In a few days it will doubtless be received, as the necessary papers have been transmitted to New York to secure its entry at the custom house.

THE HIGH SCHOOL.

Our High school is in a flourishing condition, whether we consider its numbers or the advantages it possesses. Completing as it does the common school system of education, it naturally occupies a prominent position in the eyes of the community, not only from the character of the course of study, but also from the fact that here should be found the perfected fruits of that system. Its graduates become in a few years citizens. The majority of them pass from their studies into the active walks of life, and their tutelage ends with the act of receiving their diplomas. The standard of its scholarship should be elevated, and its condition should be scrutinized with jealous care. Our citizens appreciate its advantages, and generally desire that their children should complete the prescribed course:

In 1867 the number of pupils was only 180; in 1868 it was 209, and during the past year it has been 255. It has generally a good corps of teachers, interested and zealous in promoting its welfare and earning for it a good reputation. It has been supplied with an excellent collection of philosophical apparatus. The classes have been arranged upon the department plan. It has been afforded every facility for attaining and maintaining as high a position as any school of like character in the land. The scholars manifest a commendable interest, and the examinations show a proficiency in their studies, (music excepted), alike creditable to them and their instructors.

The curriculum of studies has been carefully considered by the board, and, taking into view the peculiar requirements of such an institution, and the necessity of adapting it to the future wants and occupations of the greatest number, such a course has been prescribed as would best prepare the pupils for an effective and intelligent use of all their powers. Our High school is neither a college nor a university, and as high attainments should not be expected of its graduates, nor are its preceptors the equals of the professors of the latter institutions.

The examinations for admission to the school have given rise to discussions in the board of a highly interesting and important character. Whether the standard of preparatory attainment should depend entirely upon the accuracy shown by the applicant in written answers to the comparatively few questions propounded, or whether scholars of the highest class in the Grammar schools should pass at once into the High school as of course, and without special examination; or whether an unsuccessful written examination should be suppplemented by the good standing of the applicant for one or more terms preceding the examination, and he be admitted by virtue of his real fitness thus ascertained under more favorable circumstances, —

these are questions which have engrossed the attention of the committee, and at times of a sub-committee, without the adoption of a fixed policy, and which we leave to be determined by the next board. The High school is supported by the taxes of the poor as well as of the rich. It is a common and popular institution, and its advantages should be afforded to all who have the ability to avail themselves of them. The requirements for admission should not therefore be so rigorous as to exclude a large portion of those whose maturity and previous studies would enable them to pursue with advantage the course prescribed; nor, on the other hand, should they be placed so low as by the shadow of a name, to tempt from the pursuit of more elementary studies those who would be more profitably employed in our Grammar schools. We trust that the standard may be elevated and maintained, but we cannot rightfully debar from profitable study the great mass, in order to make that school a select but small collection of only our best scholars. It is annually increasing in size, and next year will probably number three hundred. Want of room to accommodate so many should be the last consideration, however, that should prevail in fixing a limit to the right of admission.

THE SUPERINTENDENT OF SCHOOLS.

We cannot justly close our report without awarding to our faithful Superintendent of Schools the tribute of our appreciation of his valuable services. The present gratifying condition of our schools is in no small measure owing to the changes in the system which have been recommended by him, together with his unceasing diligence in the performance of his onerous duties, and the constant exertions of our teachers evoked in emulation of his own zeal. To his sound judgment this board is indebted for many valuable suggestions, and we trust he will long be retained in the public service.

CLOSE.

Our work for this year is done. If we have partially secured for our schools additional advantages, afforded encouragement to the teachers, created a stimulus to greater exertions, elevated the standard of acquirements for our scholars, or awakened a stronger interest in the cause of popular education, we shall not have wrought in vain. The satisfaction of partial attainment to such results is an ample compensation for all the efforts we have made as public servants to pay "the debt we owe to posterity." To other hands equally earnest and interested we now resign our charge, and crave the blessing of heaven to accompany the trust.

In behalf of the Board,

A. S. CUSHMAN, *Chairman.*

On motion of Mr. Cornish,

Voted, That the thanks of this Board be given to the Chairman for the able, impartial and efficient manner in which he has presided over its deliberations.

On motion of Mr. Hervey,

Voted, That the thanks of this Board be tendered to their Secretary, for the able and acceptable discharge of the duties of his office during the year.

SCHOOL COMMITTEE—1870.

WARD 1 — Jones Robinson, Caleb Hammond, B. L. Kenyon.
WARD 2 — I. S. Cornish, Ebenezer Hervey, Benjamin S. Batchelor.
WARD 3 — Bernard Paine, John H. Parker, Horatio A. Kempton.
WARD 4 — L. T. Willcox, George H. Dunbar, Charles D. Prescott.
WARD 5 — Wendell H. Cobb, Humphrey S. Kirby. Chas. T. Bonney.
WARD 6 — A. S. Cushman, E. R. Smith, B. Otheman, Jr.

ORGANIZATION OF THE COMMITTEE.

GEO. H. DUNBAR, Chairman. HENRY F. HARRINGTON, Secy.

STANDING COMMITTEES.

ON HIGH SCHOOL — Dunbar, Bonney, Cushman, Cornish, Willcox, Cobb, Paine, Prescott.

ON GRAMMAR SCHOOLS — Batchelor, Kempton, Hervey, Otheman, Robinson, Parker, Kirby, Hammond.

ON PRIMARY SCHOOLS — Kirby, Parker, Prescott, Otheman, Hammond, Kenyon, Smith.

ON COUNTRY SCHOOLS — Kempton, Robinson, Kenyon, Smith, Hervey, Hammond.

ON FARM SCHOOL — Cushman, Smith, Parker.

ON EVENING SCHOOLS — Paine, Cobb, Otheman, Kenyon, Prescott.

ON UNGRADED SCHOOL — Cornish, Batchelor, Kempton, Kirby.

ON EXAMINATION OF TEACHERS — Bonney, Batchelor, Cornish, Cushman, Kempton, Willcox, Paine, Kirby.

ON TEXT BOOKS — Willcox, Cornish, Paine, Bonney, Robinson, Hervey.

ON ACCOUNTS — Dunbar, Parker, Cobb.

ON EXPENDITURES — Dunbar, Hammond, Kirby, Hervey, Parker, Kempton, Smith.

ON MUSIC AND DRAWING — Cobb, Prescott, Otheman.

SUPERINTENDENT OF PUBLIC SCHOOLS.

HENRY F. HARRINGTON.

Office, City Library Building. Office hours, 8½ to 9 A. M., 12¾ to 1 P. M. Saturdays, 9 to 9½ A. M.

ANNUAL REPORT

OF THE

Superintendent of Public Schools,

FOR THE YEAR 1869.

REPORT.

Gentlemen of the School Committee:

In accordance with the regulations, I hereby submit my Fifth Annual Report.

Nothing unusual has transpired during the past year to interfere with the uniform progress of our schools. The new system of gradation and classification had been introduced into all parts of the city proper during the year preceding. No impeding changes, therefore, have been required; no adverse circumstances, of a general character, have occurred; so that teachers and superintendent have been left free to devote themselves uninterruptedly to bring the schools as rapidly as possible into complete accord with the prescribed Course of Study as detailed in the Manual, and labor for their substantive good.

ANNUAL PUBLIC EXAMINATIONS.

As the season approached for the annual public examinations, I felt assured that the work of the classes of the Primary grade had been brought so nearly into harmony with the new requirements as to justify me in conducting the examinations in strict conformity with their principles and methods, and thus to afford our citizens a favorable opportunity to judge of their practical operation. Accordingly I determined to bring each class into equal prominence in the examinations, to assign an equal amount of time to each, and to make that time ample enough to admit of presenting the various methods of teaching in full detail.

I had another important end in view in thus regulating

the examinations. I wished to strike a blow, so far at least as our own schools and community are concerned, at the notion which dictates almost universally the prevalent ways of conducting public examinations, that only the graduating classes of the several grades are of importance enough to be subjected to careful scrutiny; that they occupy an exceptionally prominent and peculiar position, a culminating and finishing point in progress; while the other classes are subordinated and inferior. And therefore, while the former must be studiously noticed, and their attainments elaborately investigated, the latter may be put off with only cursory and superficial attention.

This discrimination is based on false principles, and must inevitably produce great injury. For it is natural that the efficiency of a teacher should be vitally affected by the degree in which the school authorities and the public associate responsibility with her position, and demand evidence that she appreciates that responsibility. If, therefore, her work be treated with indifference or neglect, a lax and neglectful performance may ensue. And what is the truth as to the responsibility of our teachers? There is not a class, from the lowest in our scale of gradation,—the thirteenth in the Primary grade,—all throughout the system, until we reach the first in our scale,—the graduating class in the High school,—that is not an equally important link in the chain of progression; that does not bear to the class that precedes it and that which comes after it, the same intimate and indispensable relations which every other sustains in corresponding regards. The division into grades is a matter of mere convenience; it indicates no circumstances of peculiar separation. Each class has its own allotted portion of the work of a progressive system; and no one can be poorly taught, without the vicious or negative effects of that poor teaching being felt in disadvantage all throughout his subsequent

course. The poverty or excellence of a Primary school is unmistakably exemplified in the condition of its graduates when they have become members of the High school.

The method of examination pursued last spring duly recognized the responsibility of every teacher, and the importance of her work. A full half day was devoted to each class of every school, and the proceedings were conducted with rigid adherence to a programme circulated among the visitors, that indicated not only the various exercises to be presented, but the precise time that would be devoted to each. In addition, the teacher was directed to occupy one-half the time thus allotted, for the purpose of exhibiting her methods and manner of teaching, and the other half was employed by the superintendent in testing the proficiency of her scholars. Thus the examinations were characterized by a clearly defined purpose associated with every procedure, a critical directness of aim, and an orderly method, that made them strikingly effective, and freed them from the verdict usually pronounced on such occasions, that they are superficial and delusive impostures.

And we have reason to believe that they were, on the whole, as satisfactory as they were effective. Although they tested with singular discrimination the abilities and aptitudes of the teachers, the most sustained the ordeal with credit, exhibiting powers and successes that justified previous commendation, and satisfied the minds of those who were present that our Primary schools — speaking in general terms, — are in excellent hands, and doing a very promising work. Many parents of the scholars freely expressed their wonder and delight at the transformation that has occurred in the methods of conducting this grade of schools; at the intelligent and genial manner in which the children are now carried through the initial steps of learning; at the variety of useful exercises that preclude

tiresome monotony, and the interested as well as steady occupation of mind that prevails, so in contrast with the wearisome, listless idleness in which the scholars of Primary schools were formerly compelled to pass the most of their time.

DEFECTS OF TEACHERS.

But while we have thus many good teachers, it must be confessed that we have some less deserving of praise; and the peculiar character of the examinations in question not only determined the fact of their defectiveness, but demonstrated the special nature of their defects. Some of these defects, since they involve discriminations that are rarely taken into consideration, it may be useful to remark upon in detail.

Here then, in the first place, a class appears, whose members have acquired a chronic habit of inattention; and the knowledge they have gained is consequently found to be confused, imperfect and unreliable. At the same time, there is no lack of what is ordinarily termed discipline; on the contrary, there is evidence of system and of order, both. The teacher, moreover, exhibits an accurate familiarity with the best methods of teaching, and a devoted interest in her work. Why, then, does she only partially succeed? It is owing to personal characteristics which are indescribable, yet which so widely distinguish one individual from another as to lead us to say, very frequently, that the really successful teacher is, like the poet, "born, not made." She fails to *magnetize* her scholars. Her personality has no power over their minds. Her earnest and intelligent efforts do not pass over to them, so to speak, but seem to cluster, by a kind of centripetal influence, right about herself, and refuse to be projected into their atmosphere. Now such a teacher, because of her honesty and ardor of purpose, has our

heartfelt sympathy, and our earnest wishes that she may happily surmount this obstacle to her full and entire success. But that she may do so, it is requisite for her to understand precisely its character. At the best, it will be hard for her to make any artificial device that she may adopt, fully supply the place of the boon of nature; and a misdirection of effort, through a want of clear apprehension of her defect, would only serve to increase the difficulty.

Here is a second teacher whose methods revealed her insufficiency, without the necessity of appeal to the condition of her class. For, evidently, one path alone lay clear before her, which she pursued without deviation as far as it directly led, and then was done. Long before the time allotted to her in connection with her several exercises had expired, she had exhausted her mental equipment for her work, and had no more to say or do. She exhibited no apt, vivacious suggestiveness, no fund of intelligence, no store of methods and illustrations, to give freshness and life to her exercises, and place them in varied and attractive lights. Her failure lies in *the poverty of her resources*. And the class of such a teacher is eminently to be pitied; for no poorer teaching can be imagined than that which is the effort of an ill-furnished and unsuggestive mind. But in this instance the remedy, in part at least, may be easily pointed out and applied. Diligent study upon the topics that occur in the progress of her class, until her mind shall have been stored to fulness with intelligence about them, can alone furnish forth a teacher adequately for her work. It demands a wide range of culture to enable one to teach properly even a Primary school. The object lessons, for example, that constitute a definite and important part of the exercises of such a school, can be given to advantage only by those who are thoroughly conversant with their subjects. Such intelli-

gence alone will supply those illustrations, contrasts, analogies, similitudes and applications, which bridge over the gulf between the dead formulas of the text-books and the live cravings of the youthful mind for real knowledge. For instance, when a teacher takes the skeletons for object lessons as given in some of the manuals, and imposes them verbatim on her classes, her own information about their subjects being quite or nearly as limited as the range of those formal questions and answers, she does but fill up splendid opportunities with hollow pretences; she degrades the exercise into a succession of nothing but words — words — words. And as the scholars increase in age and attainments, there is all the more demand for culture in their teachers. Let that teacher mistrust herself, whose mind does not range immeasurably beyond the text-book; and who does not stand before her class with every lesson, deriving far more aid from her own mental stores than from its pages.

Every teacher, moreover, should be ceaselessly on the alert to ascertain new methods of travelling in the old roads, so as to give the needed stimulus of variety to her teaching. The indifference that overlooks this duty is unpardonable; the self-conceit that despises it is contemptible. It will not do to say, "My way is surely the best way — I should lose by a change." The best way will be made poor when it is so formally and unvaryingly adhered to as to become monotonous, and therefore wearisome. There is almost always more than one excellent way of conducting school exercises, and when two are made to alternate, on occasion, each gains force by comparison, and interest from the influence of change and variety.

I will instance one more cause of failure to achieve the highest success, viz., the *absence of clear conceptions of the specific objects to be accomplished by the various exercises of the Course of Study*. There is not one consequent of the

requirements in the Course of Study, from a gesture in a gymnastic performance to the solution of a problem in pure mathematics, or the writing of an elaborated composition, that is not intended to effect certain specific results. And everything, in view of high success, depends on an accurate and intelligent apprehension of what that intent, in each instance, may be. A general apprehension, however hearty, is not by any means enough. For one method or branch of study is for purposes of discipline, another for the communication of intelligence, a third to sharpen the perceptions, a fourth to educate the reasoning powers. One physical exercise is to strengthen the muscles, and another to train them to nice and exact performance. All these purposes are distinct from each other; and if they be not present in determinate outlines in the teacher's conception, while prosecuting her labors, those labors, however conscientiously performed, must inevitably lack definiteness of aim and completeness of success.

For instance, there is the exercise of reading. It involves two distinct processes, intended to serve equally distinct purposes. One is a process to train the mind so that it may comprehend an author's meaning, the other is a process to train the voice so that it may convey to others an intelligent and adequate comprehension of that meaning. Now suppose a teacher vaguely to mingle these two results in her mind, and imagine that training of the one kind alone, will serve all the objects of the exercise; and what a serious loss to the scholars must ensue! This mistake is often made. In many and many a school the reading exercise is confined to a comparatively few rhetorical pieces, under the idea that clear articulation and correct modulation are the main purposes to be gained by it. And this is to render it comparatively useless in all regards. For sense must anticipate sound. How can

scholars intelligently apply lessons in elocution, until they have been taught enough of language to understand the meaning of what they read?

Again, there is the exercise of vocal gymnastics, and the kindred exercise of phonic spelling. The object of the one is to give freedom, range and power to the action of the lungs and vocal apparatus, and of the other to impart precision and clearness of articulation. They accomplish these important ends very admirably, and are among the most valuable of the instrumentalities of the school-room. But their efficiency depends on definite system in their use, and a repetition of their processes, for a brief season, *every day*. Now let us suppose a teacher to imagine that it is only necessary for these processes, to be repeated often enough to ensure a decent performance, and therefore to require them only at irregular intervals, sometimes several days apart; and how completely they are robbed of usefulness and degraded into mere matters of show.

I might adduce other examples of defect; some of them arising from faults of temper or temperament, and indicating themselves through imperfections of discipline rather than of instruction. But I must pass on to other important topics. You may rest assured, gentlemen, that I have not failed to indicate to the teachers in question the nature and extent of their failures; and let us hope that, before the occurrence of another occasion of the kind, they will have so improved, as to incur no further criticism. And returning to our former standpoint on the bright side of the subject, we have reason for congratulation that, among so many teachers, selected for the most part as we are aware, quite at random, so few should be ranked among the unsuccessful, so many be found worthy of honor and applause.

EXAMINATIONS IN THE GRAMMAR GRADE.

I have been speaking thus far, in the main, only of the examinations and teachers of the Primary grade. When the examinations of the Grammar grade were about to occur, a general request was made by both committee and teachers that they might be conducted after the same methods and with the same impartial particularity. And although it had been impossible, from the nature of the case, to bring the existing scholars of the Grammar classes into full accord with the Manual, the request was acceded to and the examinations held accordingly, due allowance being made for inevitable defects.

The results corresponded in character and effect with those that followed the examinations in the Primary grade. Both teachers and scholars were quite accurately tested, and the condition and prospects of the several school rooms guaged. As was the case with the Primary grade, there proved to be many excellent teachers in this grade also; some, indeed, exceptionally superior in every regard. There proved to be some who are inferior; and who have a busy period of self-scrutiny, observation, culture and conscientious endeavor before them, before they can take rank with those who have fully secured our confidence and merited our praise.

It is hardly necessary to remark that the impressions derived from these public tests corresponded closely with those long before arrived at by those who have been accustomed to inspect the ordinary operations of the school-rooms.

These examinations occupied fifteen entire days of the spring term and as many of the summer term, at all of which I was present and in charge. It proved a severe tax on my strength, but the advantages are so manifest that I have advised the teachers to anticipate a similar method next year.

I take occasion to state that I requested from each teacher, prior to entering on the work of examination in her room, a detailed statement of her views respecting her specific sphere of labor, the objects she had held in view, the methods she had employed, and any suggestions that she might consider of value. By the masters of the Grammar schools I was favored with papers still more comprehensive and elaborate. These essays are on file, and open to the inspection of the committee. I have read them attentively, with great profit; and I do not doubt that you, gentlemen, would find in many of them data for a closer acquaintance with the minds and feelings of the teachers than you have heretefore enjoyed, and for a just appreciation of their intimacy with and interest in their work.

THOROUGHNESS IN STUDY.

We have instituted many changes in our course of study that we confidently trust will prove to be reforms. But a danger exists — and we are glad to recognize and acknowledge it, — that the spirit of change may be carried too far; and novelties, that have nothing except their novelty to recommend them, be adopted in place of solid realities which no novelties should be suffered to displace on any conditions. There is a still more urgent danger; that new methods of instruction, intrinsically valuable and superior, will so command our admiration and enlist our sympathies as to be forced into service far beyond their capabilities of usefulness. A partial reaction has occurred in Prussia against the Pestalozzian system, whose principles are grounded in nature and common-sense, and can never be overthrown, simply because their practical application had been carried altogether too far; because the anxiety of the school authorities and teachers to abolish the old-fashioned unintelligent rote methods, to so adapt

the exercises of the school-rooms as to lead the scholars to think as well as to memorize, and to substitute practical illustrations of the topics of study in place of the confusing abstractions to which the scholars had been in good part restricted, all three objects of vital importance, had been urged to such an extreme, that the teachers had become mere lecturers; the scholars, their habits of good hard study broken up, passively receiving an immense quantity of very good talk, that made very little permanent impression. I trust that educators in America will be wise enough to stem the tide of the Pestalozzian system, which is rolling in so whelmingly, at just that point where its utmost benefits will be secured, and its defects avoided. Let us have no mere talk on the teacher's part as an equivalent for hard work on the scholar's part. Hard work with the faculties creates sturdy and enduring mental power, just as hard work with the body creates the same quality of physical strength and endurance; and nothing else will supply that grand desideratum. Furthermore, we must draw the line sharply, in a wise discrimination, between such practical illustrations of the objects and facts that may be spoken of in the lessons, as will prevent imperfect or distorted conceptions, — the true object teaching that we cannot have too much of, — and those hints and helps to the scholars how to surmount the difficulties that they ought to be compelled to overcome of themselves, which emasculate their studies and enervate their powers. We must insist on thoroughness in our school work, and see to it that our methods make so tasking a draft on the scholars' minds as will cultivate the habit of laborious and systematic study.

But what is thoroughness? Strictly speaking it is not a comparative term and admits of no qualifications. But this is a transition period as regards what subjects are useful for study and what their true relations are to each

other, and many a teacher is involved in no little confusion of ideas in the premises. Therefore it would place him in a very equivocal position to go into his school room and say, without any explanations, "We wish you, above all things, to be thorough in your work; we insist on that, and if what is now required of you be incompatible with its accomplishment, you are authorized to abridge those requirements far enough to secure it." His notion of thoroughness may be quite unphilosophical and unsatisfactory. Here for instance, is the subject of Grammar. It has justly lost the preeminence it once enjoyed among school studies. It is now held to be important only so far as it can be made a help to the scholar in his study of language. But suppose our teacher to be one who holds to the old ideas, and glorifies the study of Grammar for its own sake. He would pronounce a class who had been taught according to the new principles, — who could not parse, and analyze, and recite glibly all the distinctions of mode and tense, — to be sadly wanting in thoroughness; although they might be able from their really excellent training, to read and write the language quite correctly; a result which parsing and familiarity with the inflections of verbs would never have taught them. And, when directed to teach them thoroughly, he would instantly intermit the admirable specialities of their past training, and put them down to memorizing the grammar.

Now such a teacher needs to learn before he is a day older, that *thoroughness* and *exhaustiveness* are not necessarily interchangeable terms. The word thoroughness, when used in reference to the studies of a class of scholars, means only an intelligent familiarity with so much of a subject as pertains to their prescribed degree of advancement. As was argued in last year's Report, "One may limit the attention he will give to any branch of study without being in any sense superficial. I may not wade

out to the central channel of a stream, yet so far as I go I may touch bottom at every step. So one may tread but a limited way into the streams of knowledge, yet, so far as he goes, he may constantly feel the solid bottom beneath him."

In like manner, it is believed regarding the study of Geography in Grammar schools, that an immense deal of time has heretofore been wasted in memorizing useless details. A scholar taught in conformity with this belief, may be very thorough in his mastery of the subject according to the plan and limits by which his training has been regulated, and yet a thousand questions might readily be asked of him, — once thought quite material, — that he could not reply to; and a devotee of the old system of study would have abundant occasion to exclaim, "How superficial his knowledge is!"

Again, I am quite firm in the conviction that there are processes in the study of Arithmetic, which it is best for the scholar, when he first encounters them, to be taught to perform by rote merely, explanation of the principles involved being deferred to a later stage of his progress. It is a grand rule — a rule underlying all true teaching as its solid foundation, — that no point in a scholar's culture is to be taught mechanically; but is to be made clear to his apprehension before he advances to another; that mere rote work is an abomination at all times and under all circumstances. And, speaking in general terms, I believe that this noble rule is faithfully to be observed. If a scholar is too young to understand the philosophy of what he is taught, he is too young to be taught it at all. His needs and his power of intelligent appreciation God surely must have united indissolubly together; and it is for his teachers to judge of the former through the development of the latter, and to adapt his studies accordingly.

So much for the general principle. But experience in

the school-room will satisfy any candid mind that there are certain important processes in Arithmetic, — as, for instance, some of the more difficult problems in the application of the fundamental rules, and some operations in fractions, — that are not easily understood by the average mind, at the time when they first become useful as aids to progress. They can be rendered clear, at the best, only at the expense of a great amount of time, which, pass a few months, would be abridged to moments. It is surely better, therefore, to avail ourselves of their instrumentality as mere memorized formulas when the scholars first need their aid, not caring just then for a thorough comprehension of the philosophy of the matter. Yet one who should examine a scholar thus taught, and who is governed without reservation by the good rule that everything must be thoroughly explained and understood, step by step, stumbling against the dead weight of his ignorance in these particulars, would be led to say, "There is a wretched lack of thoroughness here!"

This is a very interesting and important subject, and it will receive unremitted attention until all difficulties shall have been satisfactorily removed, the teachers united in a clear understanding of their duty in the premises, and the scholars enabled to pursue their studies so as to combine the best possible selection of subjects and topics with the utmost thoroughness in each.

INEXPERIENCED TEACHERS.

The prompt ability of the great majority of our corps of teachers to prosecute their labors intelligently and successfully according to the new methods, — I speak now more particularly in reference to the teachers of the Primary grade, — has been largely owing to the fact that they were called together week after week in meetings, at which principles were fully explained and discussed,

and methods analyzed and practically exemplified, until every part of every subject pertaining to the progressive work was fully understood. The teachers in question, let me remark, gave themselves to this pursuit with a zeal of spirit and purpose that was an assured augury of success.

But these favorable conditions do not always obtain. It is not where we have minds and feelings for our agencies as it is when we are dealing with inanimate machinery. The latter, when it has once been brought to perfection and adjusted for work, may be relied on to continue in high working order for an indefinite period. But the former, on the contrary, have no uniformity of operation; and being continuously susceptible to unnumbered influences, are always in danger of incorrectness or deterioration. Only a portion of our teachers are likely to be habitually inspired by so vivid and glowing an ideal of duty as to be ceaselessly laboring to achieve superior successes; while some will tend to drop from the standard attained through the impulse of a temporary enthusiasm, into the monotony of lifeless, perfunctory service. Ceaseless and vigilant oversight and prompting, therefore, would be demanded, even were our corps to remain intact. But the condition of affairs is not so favorable as this. Our corps does not remain intact; but members of it drop out from time to time, from one cause or another, and their places are supplied by fresh laborers, utterly void, it may be, of experience, or of any special training for the vocation, and equally void, it may also prove, of any special endowments or aptitudes.

The interruption, thus occasioned, to the orderly and progressive instruction of our schools, and the corresponding subtractions from the number of teachers who are intelligently and skilfully working according to a common ideal, may be imagined. The evil is, from time to time, reducing school-rooms that ought invariably to be

places where experts are steadily achieving noble results, into mere practice places for raw recruits at the expense of the scholars; and requiring that the process of training the teachers for their work should be gone over afresh with every new accession. Here we have the most serious of all existing drawbacks to a perfect condition of our schools; and it is the more trying, suffer me to say, because it does not seem to be necessary. Every teacher we engage should at least, if inexperienced, have enjoyed the advantages of a course of instruction in one of our admirable Normal schools, or in default of that, have passed through a season of unpaid apprenticeship in a training school of our own. Such a school, feasible at any moment, can be established and carried on with admirable results, as the experience of various cities abundantly attests, without requiring one additional dollar to the ordinary appropriation for the schools; indeed, in all probability it would effect a positive pecuniary saving. Why, then, should it not be instituted at once?

But if the present system is still to be continued, I beg the board to aid me in instructing the inexperienced additions to our corps of teachers by a change in the system of payment for their services. Each now receives, from the moment of beginning her labors, the maximum salary attached to the position to which she may have been appointed. She is placed at once, in that particular, on a level with those who have acquired reputation through long experience and confirmed success. I offer no remonstrance against what all must acknowledge to be the injustice of this course of procedure. The sole point that I desire to make is, that it is a deliberate throwing away of one of the most just, reasonable and effective means to stimulate young teachers to devoted effort to achieve the highest success in their vocation, that could possibly be devised. For now there is no superior stage of preferment in pros-

pect to pique their pride and stimulate their ambition. If they be even passably successful, they know that they are not likely to lose their places. How probable, therefore, that some will be content with just enough of effort to ensure their continuance in service, and let their schools sluggishly drone along, on the level of a tame and hopeless mediocrity! How probable, also, that some who are well inclined would do far better did they receive an impulse to put their highest powers to the test!

Now let us suppose the salaries of inexperienced teachers to be set at a certain per cent. less than the salaries of those in corresponding positions who have been some time in service and fully approved, to be increased a certain amount at the end of a stated period if there has been evidence of ability and aptness, and at the end of a second stated period to be put at the maximum if entire satisfaction has been given, and what a stimulus to improvement would be created! With what acuteness of observation the methods of the best teachers would be watched and followed; with what busy culture the range of literature essential to a complete equipment for duty would be studied; with what lively energy the work of the schoolroom would be carried on!

This is not an unsupported supposition. There are three grades of teachers' certificates in some States, and preferment from one to another is made to depend on superior qualifications, according to the plan of which I have spoken, producing all the beneficial results that might be anticipated. And I trust that so simple, ready and effective a means to neutralize the most serious evil with which our schools have to contend, will no longer be disregarded.

TRUANCY AND THE UNGRADED SCHOOL.

The attention that has been given to this topic by the chairman of the Board in his Report renders it unnecessary for me to delay you with any details. All the statistics of importance in relation to it have been brought to your notice, with explanatory comments, and the general merits of the question clearly stated. Yet I cannot refrain from penning a few words in addition, on a subject that has moral bearings so broad and influential, and that is so vital to the prosperity of the school. For there are one or two points in the argument for the maintenance of such a school as our Ungraded school, and for the appointment of a competent person to be its out-door executive, that cannot have been emphasized according to their importance. For had they been appreciated, I am persuaded that the city government would not for so long have turned a deaf ear to our earnest solicitations for such an officer.

In every large, compact community like our own, there will be an element among its youth that cannot consistently be sent to the ordinary schools to mingle at will with their as yet uncontaminated members, and drop in the innocent paths of others the slime of their unfortuate depravation. If we would preserve the purity and good standing of the public school system, such depraving associations must not be! If we would have the reputable trust their children to be educated in the public schools, and give those schools their influence and support, it must not be! If we would have those schools accomplish that object for which they were created, viz., to train up the youth of the land to a virtuous and noble citizenship, it must not be! Everywhere that such conditions of society as have been predicated prevail, this alternative is acknowledged; everywhere, in such localities, the practical working of the public school system imperatively enforces that alternative.

The corrupting element I have spoken of must not remain in the regularly constituted schools.

What then? Shall it be left uncared for, to run at large in the streets, undisciplined, untaught? By no means. It must be gathered into a school by itself, to be subjected to such oversight as will accustom it to wholesome restraint, teach it what it ought to learn, and start it, if possible, in a course of reformation and virtue.

From time to time, when, trusting in deceitful appearances of reformation in members of the Ungraded school, we have restored them to the regular schools, and been afterwards made aware of fearful results from the insidious working of that vicious leaven, we have realized afresh, with a shudder, that of all the correlative instrumentalities of our school system, none is more important than the Ungraded school.

But here is the weak point of our system. When scholars are transferred from the regular schools to the Ungraded school, there is no power at command to secure attendance on the latter; and a long list might be made out of those who have consequently dropped out from the rolls of our school children. We need an officer to enforce our decrees in this particular, in addition to the broad field for his exertions in caring for truants and "neglected children." The city has thus far given us only the shadow of such an officer. Scores of unschooled boys, therefore, truant and otherwise, are in the streets day after day. Many a child, never sent to school, is growing up in ignorance, idleness and vice; and a fearful wrong is inflicted on society in the present, a still more fearful wrong organized for the future, when these neglected ones, graduates in evil, shall take their places, as men and women, on the stage of active life.

Our city is the only one of its size with which I am acquainted, in which the school authorities are not fur-

nished with a truant officer, who devotes himself exclusively to his duties as such, and endeavors, with the aid of the institutions of education, to rescue from idleness and exposure to moral harm, its many perilled youth. Is there a cause that pleads more earnestly for the intervention of humane authority? Can its obligations be measured by dollars and cents? Rather will a heavy stigma rest on our city, if through a false economy or criminal indifference, the admirable provisions of the state for the education of our perverse and neglected youth should be nullified, and the Ungraded school perish through default.

WRITING.

What is the true standard of good writing, as a school exercise? This question is not so readily answered as may at first be imagined.

I lately read, in a report on the condition of the schools of one of our large cities, that extraordinary attention had recently been given to the subject of writing in those schools; that the previous method of intrusting the supervision of the exercise to the regular teachers had been discarded, and a writing master appointed to confine himself to that single branch. "As a result," the report goes on to state in terms of triumph, "those who have had an opportunity to examine the beautiful specimens sent to the superintendent's office from the schools, need no word of commendation. For it may be regarded as good evidence of success, when the specimens from all the fifty pupils in a room are so nearly alike in the execution of each element and principle of every letter, as to make it difficult to convince persons examining them that they were not all written by the same hand." The class referred to as furnishing the writers of these excellent specimens is an upper class in a grammar school; and to my mind, the praise awarded them is decidedly equivocal. For if

these specimens were merely studied imitations of a copy, lying before the eyes of the writers while penning them, they were not specimens of actual handwriting; and if, on the contrary, they were fair samples of free handwriting, then they prove incontestibly that the instruction the writers are receiving in their other branches of study is not judicious and complete. There is no truer maxim than that "no person is sure that he knows what he knows until he can write it down." A scholar, for instance, confirms the results of his study only by being able to present the knowledge he has gained intelligently on paper. Especially is this process essential in prosecuting the study of language; for nothing will enable one to add words to his vocabulary, so that he will understand their meaning with precision, and have them readily at command, and to give his thoughts prompt, easy and accurate expression, except abundant practice by means of written exercises. All sagacious educators, therefore, have become accustomed to devote quite a large percentage of the time of the school-room to written exercises in connection with the various branches of instruction. Therefore, in a well taught school, the proportion of time given to the writing of exercises is so much greater than that given to writing in copy books, even when the latter receives due attention, that the former constantly overbears the latter, and renders it impossible, through the imitative process of the copy books, to destroy the individuality of the scholar's handwriting. These two ways of writing, let me remark, are very distinct in character. Excellence in one does not necessarily presuppose excellence in the other; and practice in copy books is useful, of course, only so far as it passes over upon and modifies the free handwriting.

But even though it were possible to train scholars properly, and still to instruct them in writing so that, in the language already quoted, "the specimens from all should

be so nearly alike in the execution of each element and principle of every letter as to make it difficult to convince persons examining them that they were not all written by the same hand," would such a result be desirable? Do we want all our scholars to write precisely alike, in a graceful, it may be, but a characterless uniformity? It seems to me that a man's handwriting is as much a part of himself as his style of composition or speech, or his manners. We would certainly have all these characteristics toned down and chastened into attractive forms, but we do not want them precisely similar, each to each, even according to the best model; for that could only be through the destruction of that individuality whose distinctions afford one of the prime sources of interest both in persons and in society.

And certainly we would not have our teachers intermit any portion of the written exercises of their school-rooms, on the plea that so much free writing interferes with the good effects of practice in the copy books. That would be like telling a mechanic that he must not use his tools freely, because it will wear the varnish off the handles. The just medium seems to be, to require daily and systematic attention to be given to writing in copy books, enforcing a rigorous fidelity in repeating the copies through all the principles and elements, so as to produce decided effects in modifying the free handwriting for the better. Then, in addition, it must be required that when exercises are written, they shall be executed with as much nicety and precision as circumstances will allow, hints being frequently given that the rules of the copy book writing are to be steadily and thoughtfully applied. Thus we may hope to secure, as I feel confident we are already securing, by such means, the highest results possible in this branch.

I take occasion to remark that the usefulness of the copy books is seriously impaired by the fixed position of the copies at the heads of the pages. By the time that

half a page has been filled, the distance between the copy and the line to be written has become so great as to make the imitation an act of memory; the copy not being commanded by the eye at the moment of writing. Of a consequence, the last line of each page is almost invariably more poorly written than the first, and the last third of each page is worse than useless.

PROMOTIONS FROM GRADE TO GRADE.

An examination of the Tenth class was held at the time when it was about to be transferred to the Grammar grade as the Ninth class, that was conducted, in all the branches which admit of such a method, by means of printed questions, the answers to which were written in script with the pencil, pen and ink not yet having been allowed to such youthful scholars. The object was not to interpose an arbitrary standard of sufficiency, but to test the value of our new methods of teaching in the Primary grade.

Those who conducted the examination were delighted with the result. Although the course in the Primary grade occupies only four years from the time of entering at five years of age, the answers were written, in almost all instances, very legibly, while the writing of not a few was so superior, not only as regards chirography, but also capitalization, punctuation, and spelling, as to shame the efforts of many a more advanced scholar. I attribute this early and easy handling of the pencil in the formation of the letters, in good part, to the skill acquired in the exercises in drawing, that are followed up, with systematic attention, from the earliest period of school life; while the excellence exhibited in other particulars illustrates the surpassing benefit of the exercises in composition that are practised in the Eleventh and Tenth classes. Without the least forcing, — on the contrary, through the most genial and interesting means, — scholars may be taught

things of vital benefit to the mind at an age at which, a few years ago, it would have been thought preposterous to expect anything of the kind. I rejoice especially in these indications of our power to impart the ability to give ready, free and correct expression to the thoughts in writing, because in view of its value for itself, and its significance as a test of culture in other particulars, it is unequalled in importance by any other branch of study.

ADMISSIONS TO THE HIGH SCHOOL.

When the time arrived for the promotion of the Fifth class (the graduating class of the Grammar schools) to the High school, we were brought face to face with the only anomaly and blemish remaining in our school system, viz., the arbitrary and repressive examination that is so universally prescribed as an essential preliminary to admissions to that grade of the public schools. Its deformities were rendered more striking than ever, because brought into contrast with the organized and connected design manifest among all the other details of our affairs.

But in spite of protests and misgivings, it was held as usual, and with the usual results. An attempt was made to neutralize some of its ill effects by carefully framing the questions so as to draw forth the substantial knowledge of the applicants, avoiding all mere catch problems and abstract rules and formulas, and the percentage required for admission was put as low as a decent regard for the well-being of the school would permit. As many were successful under these circumstances as could have been reasonably anticipated under the best of conditions. Still neither the committee nor the former teachers of the applicants were satisfied. There had plainly been instances of great injustice. Some had succeeded who were not fit, in any true sense, to be members of the High school; and

some had failed whose Grammar school record, together with the unqualified recommendation of their teachers, proved that they deserved position with the best. Thereupon an attempt was made to right the wrong, in part, by opening the door to further admissions. But the basis on which the additional admissions were made was so defective, that while the most of those who had done themselves injustice in the examination were passed into the High school, a score or more found entrance along with them who were wholly unfit for such advancement, and whose membership has served only to trouble the teachers and impede the class.

And now I ask very earnestly, Is this arbitrary and unsatisfactory method of determining admissions to the High school, so out of keeping with our general system, so defective in itself, and still more objectionable because of its injurious reflex influence over the studies of the Grammar schools, to be perpetuated? Why decree one further examination of the kind? Why not bring to bear on the graduating class of the Grammar schools, when it is to be advanced another regular step in our fully organized system, the same laws of promotion that govern the advancement of every other class? Why just then, and only then, an exceptional standard of qualification?

No subject in relation to the public schools of the state is attracting more attention at the present time than this. Intelligent educators everywhere, whose minds are unbiassed, have given it a thorough investigation, and are earnest to procure the removal of so arbitrary and irregular a criterion. And well they may be earnest. For while, to an indifferent observer, it may seem to be a question about one of the subordinate details of regulation, of very limited consequence, in fact it is a question about a method of procedure that on the one hand is uniformly determining for the worse the whole character

of grammar school instruction, and on the other is cutting off thousands of every generation from the opportunities of education that they are worthy to enjoy. Well, therefore, may educators be clamorous for a more consistent and reasonable ordeal to be substituted in its place; and well may we give our attention now to a thorough consideration of the whole subject.

I feel persuaded, gentlemen, that you are deterred from abolishing the examination in question, so far as our own city is concerned, only by the impression that it must have been instituted to satisfy an imperious demand for something of the kind, and that therefore it would be a dangerous experiment to do it away. Convinced that this impression, however reasonable it may appear, is not sustained by facts, I ask your attention to a sketch of the history of the high schools of the state far enough to ascertain the origin of this class of examinations.

How, then, did this vicious ordeal come into being? The answer is ready. It had its origin in false notions of the purposes of high schools, of their right relations to the common school system, and consequently of the character that they should be compelled to maintain. The high schools of the state are not by any means the legitimate outgrowth of the common school system, as is commonly supposed, but are a new form in which the old private academies still exist that once dotted the face of the country, in which some branches of the higher mathematics were taught, together with sundry osophies and ologies, and boys were fitted for college. The grammar schools were then the only form in which the common school system existed. In process of time, those who were incurring the expense of tuition in the academies for their children began to ask each other, "What need of this burden? Why not induce the legislature to institute

a higher order of schools and merge in them these academies, which now cost private individuals so much, and at the same time are so irregularly and often so imperfectly supported?" The object was accomplished. High schools came into existence by law. Academies disappeared. But while the schools of this new class were nominally made free to all competent applicants for membership, the notions that had crystallized around the old academies were transferred to these, their substitutes, to be the dictators of the regime by which they should be governed. According to these notions, the paramount purpose of the new order of schools was to fit boys for college; their secondary purpose was to give such youth as were not intended for college a range and quality of culture far above anything that an ordinary grammar school could pretend to give. Thus, instead of being assigned a place as an integral part of the common school system, to carry the graduates of the grammar schools progressively forward, they were regarded as differing from those schools not in *degree* only, but in *kind*. The object of the grammar schools, it was universally allowed, was to spread the benefits of education broad and far, and accomplish the greatest good for the greatest number. The object of the high schools, on the contrary, was assumed to be to force up to as high a point as possible the standard of scholarship, and help the colleges to maintain an aristocracy of learning.

Accordingly, it must be rendered difficult to enter them. Only choice minds, conversant to an unusual degree of accuracy with the studies requisite for admission, must be allowed to enjoy their exclusive advantages. A crucial test, therefore, must be instituted; and hence the class of examinations that we have now under consideration.

Here, then, we have the origin of the evil, in the fact that our high schools, when first created, were not a

legitimate outgrowth of the public school system, to be shaped and regulated by its fundamental principles, but were the new form taken on by a class of existing institutions when transferred to the public service; the peculiar conceptions as to character and purpose under which they had been previously governed being continued to them in their new relations; conceptions altogether inconsistent with the broad liberality that characterizes a true public school system. This is manifest not only from the peculiarity of the ordeal that was instituted as a preliminary to membership, but from the limited capacity of the high school-houses that have been built. For their accommodations have been universally so insufficient, as compared with the demand that would have existed had the advantages of the high schools been offered to the public on any true principle of public need and public good, as to prove that they have been intended to be arbitrarily exclusive.

How different it would have been, if, instead of this incongruous patchwork in the public school system, all its parts had been created in true relations to each other, as components of one consistent whole, faithfully illustrating the true ideal of a series of schools to educate the people! The conception of an organization thus grounded on the noblest principles and demands of our free institutions, and developed into consistent orderly and symmetrical completeness, fills the mind with its grandeur. Nowhere is it yet in practical operation, boastful as Americans may be of their public schools. We, in our limited sphere of action, are endeavoring to realize it. Only the arbitrary ordeal that we have now under consideration remains to us of the old inconsistent and ill-adjudged plans. Let me take time to sketch such an organization; for thus I shall at one and the same moment describe our own system,

with the ideas on which it rests, and demonstrate the obnoxious character of "high school examinations."

Let us suppose, then, that in this year of our Lord 1869, the republican commonwealth of Massachusetts, which has never had a free public school system, is about to establish one. It has already become satisfied that there are four essential conditions of such a system, in order to its completeness. First, it must be free; that the poorest may be encouraged to avail themselves of its advantages. Second, it must be compulsory; that those who would be indifferent to it may be deterred from the dangerous consequences of their neglect. Third, it must extend its unrestricted privileges into the very highest regions of culture; because the political problems that the sovereigns in a republic have to encounter from time to time, are often so profound as to the principles they involve, and so momentous in their influence over the public weal, that only thoroughly cultured minds can grapple with and rightly solve them; and because, moreover, the republic needs to the utmost within its command such specimens of rounded and perfected manhood as can be produced only by minds fully educated and furnished, affections and tastes systematically purified and refined, and perceptions schooled to be rapid in action and acute in sensibility. And fourth, it must open out its advantages equally to both sexes; for the girls of to-day are to be the mothers of the next generation, and the state cannot secure a race of high-toned and large-minded children if it have not previously reared a race of high-toned and large-minded women.

This outline indicates the need of a class of free institutions, higher than the high schools, to complete the full proportions of a public school system. God speed the

time when such institutions shall be created, with studies adapted to the wants of the people at large!

With such convictions of the need and scope of the education it proposes to furnish, the state undertakes to create a system of free schools. How shall it proceed?

The answer is close at hand. Nature herself suggests it. There is no occasion for any ingenious exercise of the creative faculty. For, from the moment of the first dawning of intelligence through the perceptions, up to the maturity when the pure reason brings its powers into exercise, the development of the healthy mind, working under right conditions, takes place in uniform and orderly progression, from first to last. There is no period when it stands at halt, none when it suddenly surprises with the exhibition of unwonted faculties, none when it leaps forward where before it had been creeping. And its studies, if they have been wisely selected and imposed, will be adapted to this progressive development. For all knowledge is simply yet admirably progressive. However ambitious may be the titles we give to the branches pursued in high schools and colleges, call them as we do, philosophy, philology, æsthetics, physics, mathematics, and so forward, the initial facts and principles of them all often cross the scholar's track in every well-taught grammar school: yes, in even the primary schools; and no one of them, therefore, when imposed as a study, should take the intellect by surprise. Are various languages to be studied? They are only so many different applications of the principles that occur when one is learning his A B C. Is algebra to be acquired? It is only a more abstract method of dealing with the same kind of quantities that have been already dealt with through the figures and rules of arithmetic. Is physical science to be studied? Its germs have been already learned, it first steps already taken. And so in regard to every branch that is ever

taught in a properly conducted public school. And thus gradually opening out upon the studies that lie in the pathway before it, the mind takes them up, in succession, according to the degree of *their* progression from first principles to ultimate facts and applications.

With such premises before it, the state proceeds to the great work it has undertaken. Having, as has been shown, no exceptional points in mental development to provide for, but a uniform progression being found to characterize the child's inward as well as his outward growth, the construction of a true system is easy. The two most material points are, —

1. To frame all practical details so as to illustrate and exemplify this law of regular mental progression; and

2. To secure the greatest good of the greatest number.

I will delay, to explain the express bearing of the latter of these two provisions, since it involves practical consequences diametrically at war with the basis on which our high schools are now regulated. I maintain that it is only the *political* advantage to be derived from the diffusion of education among the people that justifies the imposition of taxes for educational purposes. Public schools are established that the prerogatives of citizenship may be exercised by minds enlightened enough to appreciate their sacred responsibility, and hearts high-toned enough to set a true value upon the boon of liberty. Therefore the prime object of a free school system is, to elevate the average culture of the masses; and the question to be asked in relation to every scholar whose promotion is under consideration is, — not, Will he honor his new position? nor, Will he aid to maintain an eclectic standard of scholarship? but, Is it best for *him* that he should be

advanced, and, through him, best for the state? This fundamental purpose cannot be more concisely stated than in the words of the time-honored phrase, "The greatest good of the greatest number."

Not to delay in regard to details that it is immaterial to our purpose to determine with nicety, let us suppose a course of study to be devised intended to occupy thirteen years, beginning at five years of age, and that the number of progressive classes to be constituted be thirteen. This is one for every year; and studies are to be allotted, from year to year, corresponding in their progression of subjects and topics to the progression of the classes, so that the one shall be always appropriately related to the other. Here we have a comprehensive unity of design.

Now a further step. These thirteen classes cannot all be taught conveniently under one roof. They must be subdivided into sections or grades, so that the little primarians may be gathered into school-houses by themselves, and the more advanced into other school-houses appropriated to them. How many of these subdivisions should there be? It matters not precisely how many. Only the fewer the better; for this reason, that the more simple the structure of any system may be, the more easily it can be managed and made effective. So let us suppose three grades to be formed, corresponding to those already existing in our own system: primary, grammar, and high.

At what stages in the course of study or division into classes shall the separation into these grades take effect? The answer to this question is of the utmost importance; for it exhibits in bold relief the anomalous and arbitrary character of the prevalent examinations for admission to the High schools.

They should occur at those stages which will best serve the purpose for which they are desired; and that is, to secure greater convenience in the working of the organization;

nothing else. There is no other object involved or at stake. As has already been said in another connection, there is no point in the whole progression, from the thirteenth class to the first, that is not as intimately and as peculiarly related to those which have gone before and those which are to come after, as every other may be. *Convenience*, — that, if there be a rightly constructed system, is the sole incentive, in the light of reason or of justice, to a division into grades; and therefore, when such a division shall have been effected, there will be really no distinctions existing between the highest class of any one grade, and the lowest class of the next grade above, other than are found to separate between any two classes of the same grade. They are simply such distinctions as are incident to different degrees of advancement, in a regularly constituted progressive system. On this basis, it will be seen that the present ordeal for admission to the high school entirely disappears.

So far, so good. And now it is a material point in this organization that each new class, after being fairly made up of the little primarians at five years of age, is to be advanced, year after year, all throughout the course, *so as to preserve its identity from beginning to end.* The thirteenth class of the first year is to be the twelfth class of the next year, the eleventh class of the subsequent year, the first class of the thirteenth year. Of course, it will change considerably from the first, and will be likely steadily to diminish. Some of its members will prove so able and studious as to be transferred into a higher class; some will remove into other localities; a still greater number will be compelled to exchange study for work; from twenty to twenty-five per cent. will prove neglectful along the way and be put down, for the scholars must be subjected to all reasonable and necessary tests of proficiency; while a few will be withdrawn by the hand of

death. But there will be some compensation for losses in gains through fresh comers from abroad, and promotions from below; and enough will always remain to preserve the identity of the class. The main point is, to insist that there shall be *just these thirteen classes, occupying thirteen years, and no more.* There are to be no subdivisions, equivalent to so many additional classes, correspondingly protracting the course. There is to be no process of culling for special purposes, involving arbitrary and odious distinctions. Average ability and scholarship are to have always a fair chance; and the bias of the organization, in all points of its practical operation, through the influence of the noble democratic principles on which it rests, is to be towards a liberal and sustaining encouragement of the scholars, rather than towards an exacting and repressive severity. All this is philosophical, systematic, just and right.

Such is a sketch of a public school system, as its features would appear, were it to be formed as a unit on determinate principles, producing a harmonious congruity of parts. But its remarkable points of antagonism to the existing state of affairs may not be clearly manifest to cursory observation. Let me ask your attention, therefore, while I draw some contrasts between the two.

First, the prevalent regulations of our high schools, which have been dictated by the notion that the chief office of those schools is to be tenders upon the colleges, and therefore that their standard of culture must be kept at a very high abstract point, to be strained higher and higher, from time to time, as the colleges advance their requirements and aims, debar from a high school education *more than fifty per cent.* of those who, were they regulated on true principles, would avail themselves of their advantages. Do the public, who support the high schools at a relatively enormous cost, ever reflect that only a few hundreds, in

the aggregate, throughout the State, are taught in them, from year to year, — that, while the proportion of grammar school scholars to every thousand of the population is *sixty*, the proportion of High school scholars to every thousand of the population is only *seven?* If so, are they not startled at the fact, and ready to ask with emphasis, What does it mean?

It is the arbitrary examination for admission to the high schools that effects this astonishing result. We shall be told, I know, by those who wish to vindicate and perpetuate the present order of things, that it is not so; that all have an ample chance to enter the high schools who are fit to enter them; that the falling off of the scholars, after leaving the grammar schools, is from the withdrawal of a great number to engage in the active pursuits of life. I boldly deny this. Incontrovertible facts enable me to deny it. For the experiment has been tried of managing a high school for the people's sake, and not for the sake of the colleges, or of an abstract standard of culture, far enough to demonstrate conclusively that when parents and children can be brought to believe that the latter will have a fair chance through all their school-days, — that no ordinary and unavoidable defects or disadvantages are to be magnified into disqualifications, and set up as barriers to advancement, — that no arbitrary and artificial tests of sufficiency will be imposed at any stage of progress, — but that the principle to do "the greatest good to the greatest number" is to have controlling vitality and force, — the ambition to avail themselves of the advantages thus assured will retain a multitude in school who now desert it at a comparatively early stage of their school career. Under the ægis of such principles, from fifty to sixty per cent. of the Primarians of the Thirteenth class of the system will be found as classmates nine years afterward, graduating together from the grammar schools, of whom seventy-five per cent. may

be assumed to be prepared for and ready to enter the high schools. The number in the high schools will thus be raised, at the very lowest calculation, to *fourteen* in every thousand of the population of the communities in which they may be situated. Boston, for instance, would have in her various high schools nearly 3000, now less than 1000; Cambridge would have 500, now a little more than half that number; Charlestown 400, now 250; Lawrence — allowance being made for the modifying fact that it is a manufacturing city — 250, now 110; Lowell 400, now 250; Springfield 400, now 225, and so forward. The admissions each year would, in many instances, equal the present *aggregate contents of the several schools.* And thus we should have this costly grade filling its due place in due proportions, as the head of the grand public school system; rendered imposing through its numbers; working its broader and nobler culture in, as leaven, through all the strata of the body politic; constituted, for the first time, an immense social power in every community. So much for the difference between institutions when conducted for the immediate good of the people, and the same institutions when conducted merely to illustrate and honor the abstract capacity of the human mind!

I have been compelled by the requirements of my argument to subordinate the preparation of boys for college, as one of the offices of our high schools, to their other office of disseminating knowledge among the people. Let me not be charged with undervaluing and decrying the importance of a collegiate education. It would do me gross injustice. On the contrary, I hold such an education in the highest esteem. I should deplore a prevailing indifference to it as an omen full of disastrous significance to the future of our land. I would not have our high schools intermit their preparation of youth for college.

But in view of the true objects of public school instruction, and of the vast disproportion in the number of those who fit for college in our high schools, to the number of those who are educated in those schools so as better to bear their part at once in the active walks of life, I cannot regard the relation of the high schools to the colleges as in any respect an open question. I cannot but feel very decidedly, that there is no such relation between the two as will justify any material modification of the course of study in a high school to adapt it to the special requirements of those who are preparing for college. It needs no argument to prove that the studies suited to fit a few minds for the membership of institutions whose chief effort is *to illustrate a high standard of scholarship*, must be intrinsically different from those suited to accomplish the best good of the many who are soon, as part and parcel of the busy masses, *to engage in the pursuits of practical life;* and it is the latter whose wants should be made paramount. Our educators must regard with jealous solicitude the well-being of the great majority. They must hold ever in thought, as a guide to action in the regulation of the schools, that the political value of education is the chief concern of a public school system; and therefore must select and apportion the studies with the specific purpose to disseminate throughout the community a purer and more intelligent power to serve the common weal, in homes, in the walks of business, in society, and at the ballot-box. Let the colleges prosper in their all-important field of effort. Let the high schools minister to them in every way that they can serve them without injustice to the claims of others. But let the good of the people at large dictate the character of every grade of the public schools.

Returning to our argument, the ordeal we have under

consideration operates to deter large numbers from entering the high schools, not so much through its direct as its indirect effects. Few, comparatively, are rejected who attempt the ordeal; fewer still decline to attempt it through fear of failure. The evil has been accomplished in the grammar schools prior to the imposition of the ordeal. The repressive process has been put in systematic operation there, arbitrarily robbing the high schools of their proper increment in advance. And here it is in place to say, that it is in the reflex influence of these examinations over the grammar schools that their damaging power is most severely manifested. In their effects over those schools they have proved an unmitigated and intolerable curse. It is only so far as we ourselves have resolutely broken away from their trammels and neutralized their insidious influence, that our own Grammar schools have been released from the terrible incubus; and I beg you, gentlemen, in your consideration of the subject, to give this point its due weight. In all our large communities, where there are first class high schools, the whole action of the grammar schools, including both the organization of the classes and the methods of study, are completely dominated and regulated by the examinations for admission to the former, and that immeasurably for the worse.

First, in regard to the repressive action to which I have already alluded. Most grammar masters are allowed to designate from among the members of their first classes those who will be permitted to try for the High school; and the rest sink away, to be heard of in our free schools no more. Pride, honor, and the spirit of emulous competition make it a point of intensest interest with the masters to have the per cent. of unsuccessful candidates from their several schools as small as possible; and, of a consequence, the rigid rule of selection, when they make

out the lists of the names of those who will be allowed to attempt the ordeal, is not abstract ability, nor faithfulness, nor the possession of good solid culture in a general way, nor a regard for the best good of the scholars; but chiefly, if not solely, it is the fact of the possession of brains fresh crammed with available memoriter knowledge enough to answer creditably the questions that may be put before them on examination day. This will explain how it is that some grammar schools acquire the honor of seldom having a candidate rejected. When the methods by which it is reached are taken into view, the honor is changed into disgrace.

But the evil does not end here. There are still more objectionable practices induced by this overshadowing agency. In many grammar schools the classes, instead of being put forward through the course of study in the number of years prescribed for it, are kept back until they have devoted six or seven years to what might have been accomplished, and well accomplished, too, according to the prescribed programme, in four or five. By this means a far greater maturity of mind is secured to the graduating classes, as they successively reach the close of their grammar school career, than they would otherwise have been possessed of; and meanwhile they will have been subjected to so protracted and repetitive a drill on the test studies, that failure is rendered well nigh impossible. In addition, the classes have not proceeded far along, after entering the grammar schools, before a system of culling is put in operation, whereby the brisk, vigorous intellects are gradually segregated from their companions and brought together; and after such detentions and such selections, a conveniently small but very talented and well trained class is found in each school in the master's room, to receive the finishing touches before appearing before an applauding crowd to reap the honors and triumphs of

graduation; accomplished, without exception, to win for their teacher the credit of remarkable powers as an instructor. Meanwhile the mass of the companions from whom they have been culled, after consuming in the under classes of the school, through this system of repression, all the time that they can afford to devote to schooling, — time enough, had they been fairly dealt by, to have passed them creditably through the grammar schools and well forward in the high schools, — drop out into the world and are swallowed up in its multitudes, only half taught, not having been allowed to enjoy even the advantages of the highest range of study attainable in a grammar school; literally defrauded of the education that they are entitled to and are supposed to receive. There are grammar schools enjoying the highest reputation which, with an average attendance of from eight hundred to a thousand or more, only graduate, from year to year, from *six* to *twenty-five*. These facts tell the whole disgraceful story; and it is a wonder that school authorities, teachers and public can be all so debauched by custom as to rest content with such a perversion of the glorious institution of free schools.

I now ask your attention to a second important particular in which the prevailing examinations for admission to the high schools injuriously affect the grammar schools. It is in relation to the quality of the instruction they give.

From the nature of the case, to be characterized by any semblance of justice, these examinations must deal almost entirely with such memorized details as lie on the surface of knowledge. A certain number of problems in arithmetic, so many questions upon the rules and definitions of grammar, so many upon the dry facts of history, and so many upon the details of geography, make up the annual lists of questions for the candidates who appear at them. Now we are all aware what wretched mental furniture the

mere rules and technics of such a study as grammar, and the dry details of fact in geography and history constitute for the minds of children between twelve and fifteen years of age; how little they have to do with the substantive realities of knowledge. Yet, because these studies are the test studies, and the examinations are confined to questions of such a character, the instruction in the grammar schools is made to correspond. Technical rote teaching — memoriter surface work — thus becomes one of the prevailing characteristics of that instruction. It is a waste of time to inveigh against this evil, so long as its cause is suffered to remain in undiminished force. The ability and success of the grammar school teachers are judged of mainly by the manner in which the candidates from their schools pass the high school ordeal. That ordeal, therefore, rigidly dictates and regulates the instruction which they impart. The school authorities virtually, by means of that ordeal, make an annual bid for mere rote work in the grammar schools, and they get precisely what they bid for. The teachers, however conscientious, progressive and aspiring they may be, cannot afford to disregard the demands of the criterion by which their efficiency is to be estimated. The spirit of every high-toned, live man among them chafes against the trammels, yet he is forced to yield. All freedom, breadth and richness of culture are precluded. The contents of the text-books, — since the examination questions are limited to those contents, — limit the field of instruction.

And not only are the grammar scholars thus deprived of much that is needful to a well rounded culture, but what is equally objectionable, they are compelled mentally to swallow all that the text-books contain; and a fearful cramming of miserable diet it is! "For," to quote a passage from a former publication, "every question missed at the examination involves the loss of a certain number of

per cent. from the summing up, and proportionally perils the result. And since it is uncertain what part of the text-books may be drawn upon in the lists of questions, what out-of-the-way details may be called for, therefore every rule, problem, method and formulary in the crowded arithmetic, every definition, exception and rigmarole comment in the lumbered grammar, and all the insignificant details in the geographies, (if they be of the old pattern,) from 'What is the north fork of Musquash river?' all through to 'Which way is Bungtown from Sleepy Hollow?' must be forced into the memories of the candidates. There is no margin for the operation of an intelligent principle of selection and abbreviation, so as to make room for other important studies. Moreover, a fearful amount of spelling is carried on in the upper classes. But how can we expect anything else, so long as accomplishment in spelling shall be tested by a list of the most difficult words to be found in the spelling-book, instead of by the correct orthography exhibited by the examinees in their examination papers throughout? — the only rational mode.

I close the discussion of this subject, whose importance I have not overestimated, with a brief consideration of one or two incidental points.

It may be asked, If the present mode of admitting candidates to the High school be done away, what is there to substitute in the place of it?

I reply by referring the questioner to the sketch of a true school system as given in the course of my argument. It is assumed to be one of the fundamental principles of such a system that its course of study will be uniformly progressive from beginning to end; the division into grades being merely for the sake of convenience. The graduates of the Grammar schools, therefore, are related to the High

school, just as any one class anywhere is related to the class above; and whatever tests of sufficiency have been found adequate to protect lower classes from improper increment will certainly suffice to protect the high school in like manner. Let the scholar's past record and present standing as to faithfulness and industry constitute one element of decision; let the results of oral and written examinations, occurring periodically as part of the normal methods for the government of the schools, constitute another. Let the recommendation of the teacher have due weight. If such precautions characterize a school system in general, as to its promotions from class to class, the unworthy members of the successive classes will surely have been well nigh weeded out before reaching the graduating year in the grammar schools, and only a small per cent. of such material remain to excite a question as to fitness for a further advance. So far from descrying any difficulties to be encountered in view of the abolishment of the present ordeal, I should regard it as a grateful change from a gross and injurious irregularity, to a sound, judicious and normal method of progress.

It is true that the classes in the high schools, with the increase of numbers that would result from the orderly system of progression which I have advocated, would be likely to range lower in ability than now, and perhaps would exhibit, as a whole, characteristics less scholarly, refined and attractive. They would approximate more nearly to the condition of the grammar schools in these regards. But an argument against a change, based on this fact, would be utterly one-sided and untenable. Its undemocratic arrogance would place in a clearer light than ever the illiberal basis on which high schools are now regulated. Why should high schools sift out and reject all candidates who cannot exhibit an exceptionally high range of ability and culture, any more than the grammar schools

should be allowed to do so? Why should not average powers and aptitudes have a fair chance? "Mediocrity is the unattractive average of the race; though its capabilities, wisely stimulated and diligently cultivated, constitute the working forces of the world. Genius, with its brilliant but often erratic efforts, is self-reliant, and sufficient unto itself. The former needs all the fostering and patient care that teachers can bestow." It should be that in no grade of our schools the well-intentioned effort for improvement of even the humblest capacity should fail of receiving all practicable encouragement and support. Let even indifference be tolerated to some extent; reasoned with, borne along. At some future moment its attention may be roused, its powers enlisted, and its progress delight as well as astonish us. History would have lacked some of the grandest exhibitions of ability and character that adorn its pages and have moved the world, had indifference always been treated with rigorous severity and repression.

Again, to relieve the force of this objection, we have good reason to expect that the average attainments of the candidates for high schools, will prove to be greatly in advance of what they are at present, when the malign reflex influence of the present examinations for admission shall have been destroyed. For the quality of grammar school instruction will then be wonderfully improved. The cramming process will disappear; and rote work will give place to intelligent methods of imparting sound and permanent knowledge. The teachers will breathe freely, and, scorning to let the text-books be any longer their masters, will teach according to their conscience and their power; following out the lead of their inspiring ideals, and striving not for artificial and nominal, but real success. Such teaching must be felt for good, through its enlarging and uplifting effects, in the work of the high schools.

I have confidence that what I have said on this impor-

tant theme will have weight with you, gentlemen, because your own observation and deductions have prepared you to admit the force of my reasoning. And I trust that the facts which have been presented, proving as they do that the ordeal in question originated in no necessity, while it is productive only of injury, will free you from any lingering hesitancy to abolish it. Let the New Bedford schools enjoy the singular honor of having a system of which all the parts are the outgrowths of common principles, producing a congruous and symmetrical whole. The citizens of Massachusetts often boast, in eloquent platitudes, that the state makes education free as the air, and welcomes the children even of the poorest and the humblest to partake of its benefits, without money and without price. In some regards facts are daily proving that this boast is an empty falsehood; not through defects of state legislation, which has been admirable, but of local administration. Local authorities, starting from an arbitrary and undemocratic principle, have so perverted the objects of public school instruction, as systematically to bar the doors of the high schools against more than half the number of those who should be enjoying their benefits. The perversion is carried to so insane an extreme in some places, that the effort virtually is to see how many can be kept out rather than how many may justifiably be put in. Let better counsels prevail. Let a truer system of action supplant the present. Let the claims of the great body of the people have their proper weight. So that, at length, no boast that we can utter about the free schools of Massachusetts will not be literally and gloriously true!

HIGH SCHOOL ACCOMMODATIONS.

The ample references to the High school in the Report of the chairman, render it unnecessary for me to enlarge on its condition and needs. I shall notice only a few

important particulars. First, a few words in fuller detail on a point which he has considered, but to which your attention cannot be too urgently directed. I mean adequate provisions for the accommodation of the school when it shall have received its increment for the next school year.

The advantages that have accrued to it from the reconstruction and enlargement of the school-house, have been of the utmost importance. I do not see what could have been done without these improvements. But the increase of room proves to be insufficient for the needs of the school. The fact is, as the chairman has already explained, our new system, organized on true principles, carries annually into the school nearly double the number that formerly entered it, and retains in it a great many for a far longer period than they would once have remained. Indeed, we have not yet fully tested to what extent it will alter the condition of the school, when it shall have gone into complete operation.

It was found necessary to supply an additional teacher to serve during the Fall term, and the only place that could be assigned to her, in which to hear her recitations, was one of the open entries, subjecting the class to all the interruptions and inconveniences arising from so exposed a situation. And not only will the same state of things inevitably occur next year, when another class has been admitted, but if the per cent. of the diminution of the school should be no greater during the remaining portion of the year than it has been during the former, it will be absolutely impossible to find room for all the members of the entering class. A room will have to be taken away from the Grammar school for their use. What is to be done with the dislodged Grammar scholars?

I would press these facts on the attention of the incoming Board, that such provisions may be seasonably made as the contingency may demand.

HIGH SCHOOL COURSE OF STUDY.

The course of study for the High school that was elaborated in last year's Report, after having undergone some modifications, has been adopted by the Board for the regulation of the school. I purpose, as soon as possible, in connection with the Principal, carefully to arrange the several studies so as to place them in right relations to each other, and to reduce them to a tabular form for insertion in the manual. And as some explanatory and advisory remarks will be desirable, I propose, with your consent, to annex to this Report a sketch of what may seem requisite in this particular, that it may be ready, in a convenient shape, for the consideration of the incoming Board.

STUDIES OF THE FIRST YEAR IN THE HIGH SCHOOL.

There is a prevalent impression that the studies of the first year in the High school are of comparatively slight importance, and the advice is often given to parents that, unless their children will be able to remain long enough to complete at least half the course of four years, they had about as well not send them to the school at all. I lament the existence of this impression. I lament still more to be compelled to confess that it is amply justified by the studies to which the entering class is usually confined. For, in the great majority of instances, Latin and algebra constitute the staple of the first year's work. Little or no systematic attention is paid to the study of the English language. Reading, as a regular exercise, is entirely suspended. Geography is abandoned, and a little history, perhaps, is the only link that seems to connect the studies of the present with those of the past, and with the positive thought, action and needs of the busy world, for which the scholars are preparing.

Now the study of Latin and algebra will prove compara-

tively worthless to the scholar unless prosecuted long enough to bring him into intimacy with the advanced culture of the one, and to enable him to make application to related subjects of the generalizations of the other. What, then, can a youth gain from such a course of study, if he remain in the school only from a year to eighteen months; as is the case with at least *twenty-five per cent.* of those who enter the high schools?

This wrongful state of things has resulted from the false basis on which high schools have hitherto been constituted, and which has been fully analyzed in a previous connection. They have been chiefly tenders upon the colleges, and their studies have been organized accordingly; the first and second year's work being merely preparatory to that of the later years. No regard has been paid to the fact that a large number are to drop out by the way. No specific connection with the studies of the grammar schools has been recognized.

Our new curriculum has been prepared on far different principles. The High school has been set in its rightful place as a popular institution, standing at the head of the public school system, interlinked completely with the grammar schools as a constituent part of a progressive organization, and bound, in duty, to furnish such an education as will be for "the greatest good of the greatest number," in reference to the demands of citizenship and practical life. Its first year's work, therefore, as well as that of each succeeding year, is so constituted, that every month of study may be made a season of positive and lasting profit, no matter at what stage of progress one's connection with the school may cease. For this reason, I feel confident that we shall soon be able to dissipate the impression I have spoken of, that is injurious equally to the progress of the scholars and the reputation of the school.

WRITTEN EXAMINATIONS, ANALYSES, ETC., IN THE HIGH SCHOOL.

The new rule, requiring written examinations in the various studies twice a term, has been applied to the High school since the beginning of the present year, as well as to the Grammar schools. It is already producing beneficial results; and when it has been thoroughly systematized and permanently wrought into the economy of the school, its benefits will prove even greater than now. It is to be understood that here, and wherever else written examinations have been adverted to, as constituting a part of our working machinery, the questions are not intended to be restricted to the dry details of the text-books — a narrowing and belittling limitation, — but to range over those fields of related topics, and to embrace that comprehensive treatment of subjects and details, out of and beyond the text-books, with which every teacher ought to illustrate and enforce the lessons, and by which we can determine how fully and freely the scholars have been taught to *think*. We do not care to know precisely how much a scholar can remember of the statements of the text-book. But we are deeply concerned to know how far those statements have been assimilated with the vital currents of his intellectual being, and constitute elements of its objective life.

In addition to these written examinations, the use of the pen, in daily connection with the various studies, by way of analyses, epitomes, memoriter transcripts, original applications of abstract statements, etc., will be more and more encouraged. I think it has been a defect of the school that the methods of study have been too exclusively oral. I think that the fruits of instruction have therefore been less clear and well defined than they might have been. But this has not been the result of indifference or neglect; and the interest and willing spirit of the teachers will lead

them to welcome any suggestions calculated to improve the character of the instruction and elevate the condition of the school.

THE COUNTRY SCHOOLS.

These schools, lying beyond the limits of our compact population, and less attractive than our "city" schools, because ungraded and split up into numberless classes in every stage of progress, often exhibit, notwithstanding, through the superior ability of their teachers, a degree of vitality and general progress that, occurring under such adverse circumstances, excite our admiration; and strikingly confirm the truth of the well-known but golden adage, "The teacher makes the school." We have one or two of such country schools. It is a delight to visit them; and the localities are fortunate which possess them.

I am able to make favorable mention of all the schools of this grade. Without exception they have been well taught throughout the year.

The Plainville school, always one of the smallest of the outlying schools, has of late fallen off from even its limited dimensions, until the attendance for several successive months has been uniformly so small as to excite doubts in the minds of the committee of the grade whether it is expedient to maintain it through the entire year. The average attendance during the Summer term was only *eight*, out of a total membership of *fourteen*. This makes the cost per scholar, the salary of the teacher being four hundred dollars, exceptionally high.

The case is improved during the Winter months, the average attendance being then *thirteen*. And it would seem as though ample justice would be done to the district under the circumstances, if the school should be maintained only during the Fall and Winter terms; especially since

the most of the scholars could attend either the Rockdale or Acushnet school while their own was suspended, without having so great a distance to travel as some of the scholars of the North and Acushnet schools are subjected to all the time.

THE HOWLAND BEQUEST.

In conclusion, I improve the grateful opportunity to congratulate the committee on the near possession by the city of that munificent bequest, by whose terms the income of $100,000 is to be divided between those twin portions of one grand system of popular education, the Public Library and the Public Schools. The moiety to be appropriated to the schools is expressly restricted to such expenditures in their behalf as it would not be considered incumbent on the city to incur in connection with the ordinary appropriations for their support. And in this restriction lies the peculiar felicity and greatness of the gift; by it are ensured those extraordinary advantages which should make the receipt of the gift an occasion for enthusiastic jubilee among all the friends and members of the schools. For while taxation is proud of the schools it supports, and in some respects gives them ample fosterage; while, for instance, it delights, when in the mood, to build magnificent school-houses and provide them with costly and convenient furniture; there are vital needs which it seldom more than half supplies, there are others which it habitually disregards. Of this description are the various provisions to illustrate and facilitate the work of the schools; the apparatus, maps, charts, cabinets, reference books, libraries, and other collateral helps of a similar character that might be named, and that are far more important than the imposing proportions and elaborate ornamentation so often lavished on the brick and mortar of which the school-houses are built. School committees

undergo a constant struggle between their ardent desire adequately to equip their schools in all regards, and the necessity they are under to practice a severe economy in their expenditures for them. And for our committee to be possessed of means sufficient to enable them to provide the schools with the helps that have been adverted to, in unstinted measure, is to ensure for them a future, that for interest, character, breadth of culture and general efficiency, must far surpass any of the conditions of the past.

And, looking at the subject from another point of view, there is the æsthetic side of education; there are the provisions through which the eye may be supplied with beautiful objects on which to rest in delighted observation; there is the ministry of the beautiful that inspires a love of the beautiful, and silently dispenses a beneficent influence that tends to subdue the passions, purify the affections, chasten the imagination, and refine, elevate and ennoble the whole character; taxation is accustomed to ignore all these inestimable agencies, as something wholly out of its legitimate province. It has no money to appropriate for the sake of adorning and making comely and delightful the school-rooms in which the youth of the community, generation after generation, are to pass a very large proportion of their bright, hopeful, receptive childhood, — that childhood which never comes a second time to any one, — and which, therefore, should be made the most charming places in the world; attracting the little feet towards them, day by day, with their tasteful belongings, and to be recurred to in after life with fond and grateful memories. This is not mere sentiment. It is truth. It is solid reality. When we discourse about the beautiful, we are concerning ourselves with one of the most active and powerful, as well as lovely, of the forces which God has provided, through which to persuade men to virtue. Far better, far more efficient, a beautiful school-room for

the security of discipline in a school, than the commands of the teacher or the terrors of the rod. And moreover, in view of the paramount object of free school instruction, which is, to train up the youth of the land to a pure and worthy citizenship, is it not a point of vital importance so to inspire those youth with the principles of taste and beauty, through their refined displays, as to lead them to yearn for homes that shall be centres of taste and beauty? What so conducive to the virtues of noble citizenship as pure and attractive homes?

Yet how few of the school-rooms have anything about them that is suggestive of beauty? And when they become old and unsightly, how slight the attempt to compensate for the defects of time by the appliances of taste?

What a blessing to the schools to be possessed of funds, a part of which may be devoted, without scruple, to the culture of character through the ministry of the beautiful!

But I will not attempt to survey, even with cursory glances, that wide-extended and delightful field of promise which spreads before the sight at thought of this noble and judicious gift. So far as I am aware, it is unexampled in the history of the country. Private institutions have often been amply endowed by private munificence, but the public schools everywhere have been left to depend on the public purse. The annual receipts from the Howland legacy, when the number of schools to be benefited is taken into view, will be sufficient, in the course of time, to place them in the completeness of their equipments, far in advance of those in the most favored localities. And may our school authorities and teachers, while they thank God for these means greatly to enlarge the usefulness of the schools, realize in them a fresh summons to devoted fidelity in the execution of their sacred trust!

Respectfully submitted.

HENRY F. HARRINGTON.

Statement of the Schools for the Year ending Nov. 12, 1869.

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1870.	Salaries, 1870.
HIGH.....	255	243	230	93	Charles P. Rugg,.....	$1800
					S. H. Dudley, ...	1500
					Mary S. Mendell,.....	750
					E. D. White,.....	650
					M. E. Chase,.....	550
					S. B. Cornish, ...	550
					Annie R. Commerford,...	550
GRAMMAR.						
FIFTH STREET,.....	418	386	359	93	C. F. King,.....	1500
					Hannah B. Robinson,....	500
					E. Emily Cushman,.....	500
					Betsey B. Winslow,.....	500
					Ruth H. Brady, ...	500
					Sarah E. Stoddard,.....	500
					Jane E. Gilmore, ...	500
					Charlotte C. Carr,.....	500
					Mary E. Allen, ...	500
MIDDLE STREET, ...	249	227	205	91	George B. Buffington,....	1500
					Abby A. K. Howard,.....	500
					Mary B. Gooding, ...	500
					Emma R. Wentworth,....	500
					Clarissa S. Staples,.....	500
					C. D. Cory, ...	500
WILLIAM STREET BRANCH,.....	196	180	161	90	Mary E. Savery,.....	600
					Sarah A. Carr, ...	500
					Mary A. Brightman, ...	500
					E. Wilcox,.....	500
PARKER STREET,.....	429	379	358	94	C. E. E. Mosher,.....	1500
					Jane M. Gardner, ...	500
					Eliza C. Lewis,.....	500
					Kate Commerford, ...	500
					Jeannette P. Hunter,.....	500
					Eliza J. D. Shepherd, ...	500
					Martha M. Hemenway,...	500
					Helen M. Gordon, ...	500
Total for Grammar Schools, ...	1292	1172	1083	92	Drusilla W. Sears,.....	500
PRIMARY.						
HILL,.....	110	94	85	90	E. P. Spooner,.....	500
					Lizzie Bennett,.....	450
MERRIMAC STREET, ...	211	186	169	91	Sarah H. Hewins,.....	500
					Sarah E. Thomas,.....	450
					Ella Lincoln, ...	450
					E. A. Brown,.....	450
MAXFIELD STREET, ...	178	149	137	91	M. B. White, ...	500
					Sarah E. Field,.....	450
					Maria L. Whitney, ...	450
CEDAR STREET, ...	215	197	185	89	M. L. Blake,.....	500
					Annie S. Homer, ...	450
					H. S. Macomber, ...	450
					Louisa S. Heath, ...	450

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1870.	Salaries, 1870.
KEMPTON STREET,	258	193	175	95	Patience R. Almy,	$500
					Eleanor Commerford,	450
					M. E. H. Ottiwell,	450
					H. B. S. Wilcox,	450
BUSH STREET,	204	185	167	90	Sarah H. Cranston,	500
					Jane C. Finkill,	450
					L. C. Cranston,	450
					Clara E. Webster,	450
SIXTH STREET,	194	170	152	89	R. A. Cranston,	500
					S. E. Codding,	500
					Sarah L. Spare,	450
					E. H. Sanford,	450
DARTMOUTH STREET,	116	104	97	93	C. L. Chase,	500
					Esther M. Cook,	450
					Abby D. Whitney,	450
GRIFFIN STREET,	74	64	57	89	Abby F. Bryant,	500
					Mary A. Coe,	450
ARNOLD STREET,	42	38	36	92	Susan M. Tompkins,	500
Total for Primary Schools,	1602	1390	1200	91		
COUNTRY.						
GROVE,	117	95	83	38	Lucy J. Remington,	500
					S. H. Kelley,	450
ACUSHNET,	64	54	50	93	Sarah D. Ottiwell,	700
					Lucia Cobb,	400
ROCKDALE,	43	37	33	89	M. B. Hinckley,	500
CANNONVILLE,	78	69	62	90	E. C. Brownell,	600
					M. J. Leary,	450
CLARK'S POINT,	26	23	21	93	Jane C. Thompson,	500
FARM,	44	38	37	97	Lizzie P. Briggs,	375
NORTH,	28	27	22	81	P. A. Burt,	425
PLAINVILLE,	15	15	19	82	F. A. Ashley,	400
Total for Country Schools,	416	358	317	88		
UNGRADED,	63	52	42	81	Nehemiah Lincoln,	1400
					Amelia Lincoln,	400
NORTH EVENING,	110				J. H. Lamb,	pr wk $4.00
					D. H. Gammons,	3.00
CENTRE EVENING,	75				F. H. Hitch,	4.00
					M. K. Almy,	3.00

Frances G. Hersey, teacher of Drawing, ... $650
Jason White, teacher of Music, ... 1000

Fractional parts, being unimportant, have been disregarded in this table.

SUPPLEMENT TO THE MANUAL.

COURSE OF STUDY FOR THE HIGH SCHOOL.

PRELIMINARY REMARKS.

There are two very different points of sight from which the objects of education may be regarded; and the selection of studies for a scholar, the judgment pronounced on his attainments and the kind of interest felt in his progress, will correspondingly differ, according as his position may be viewed from one or the other of these points of sight.

Thus a scholar may be considered as only an instrument to illustrate the possibilities of the human mind, and to maintain an abstract standard of scholarship; or, on the other hand, his personal and immediate good may be had in view in relation to the needs of practical life.

It will be instantly seen that these differing points of sight present the subject in very contrasted aspects. According to the latter, the feelings will flow forth in earnest sympathy with the scholar, anxious for his progress in intelligence, good morals and good manners, even although he be not among the foremost in capacity and power. This thought will genially control the supervision of his progress,—that every youthful mind which is improved in culture, every heart which is chastened in character and elevated in purpose is a new agent of civilization; a boon to society; an additional element of hope to the Republic, in the interests of good citizenship and true liberty. According to the former, on the contrary, the progress of a scholar becomes the subject of stern and

exacting criticism. Only superior merit is held to be deserving of sympathy and support. A defect in ability becomes more than a misfortune; it is a crime. An ex-President of one of our foremost colleges, arguing before the Board of Overseers in favor of this view of scholarship, as the true principle for the government of the college, said, in these or equivalent words, "We should give no assistance or encouragement to moderate ability. It cannot accomplish the purposes of a collegiate education."

The School Committee of New Bedford, believing that the *political* objects of the free school system are paramount over all other ends of education, and that therefore they are bound, in their fosterage of the public schools, to seek "the greatest good of the greatest number," have organized the schools accordingly; and earnestly expect of every teacher the exercise of large and genial sympathies in harmony with their views.

High schools have usually been governed — consciously or unconsciously — so as to favor the exclusive system that would maintain an aristocracy of learning. The terms of admission have been arbitrarily rigid, the accepted candidates have been expected to manifest exceptionally superior powers and culture, and the course of study has been adapted to lay the foundation of a long and comprehensive system of mental training. Of a consequence, the studies of the first year have been only preliminary to those of subsequent years; of trifling comparative value to those who have not remained long enough to rear a superstructure on those foundations. And, on an average, twenty-five per cent. of the lowest class in the high schools leave before the beginning of the second year; fifty per cent. will have disconnected themselves before its close.

The New Bedford High School is organized in favor of and will be expected to serve, quite other interests. Its

paramount purpose, which the teachers are enjoined to keep prominent in mind as a guiding principle, will be, to fit the youth who may be admitted to it, through the culture it may give in mind, heart and manners, better to perform their parts as men and women, in the great drama of human life; better to fulfil their responsible duties as members of society and citizens of the state. Therefore the good of the majority is to be consulted in preference to that of the minority; the course of study has been so arranged as to be completely interlinked with that of the Grammar schools, as a constituent part of a progressive system; and the first year's work, as well as that of each succeeding year, is so laid out, that every month of connection with the school may be made a season of positive, direct and lasting profit, no matter at what stage of progress that connection may cease.

It is believed that this great purpose may be accomplished at no sacrifice whatever of the means of thorough mental discipline, or of the materials for the most useful intelligence.

At the same time that the good of the majority is thus to be carefully subserved, ample attention will be secured to those who desire to fit for college, or to prepare for a correspondingly extended course of study. It is the purpose of the committee to have the classical department under the tuition of thoroughly cultured and skilful teachers, able to prepare boys for any college in the land.

INSTRUCTION IN THE ENGLISH LANGUAGE.

The teachers are enjoined to aid the great leading principle in accordance with which the school has been organized and its studies selected and arranged, by taking advantage of opportunities to connect the matter of the text-books with the actual life of the world. They will

closely associate algebra with arithmetic; making the study of the former a medium for the review of the latter, while at the same time its peculiar advantages should be illustrated by comparison of the processes of the two. In teaching history, they will connect the past with the present by contrasts and parallels; showing how history in some regards repeats itself, and wherein the immense progress of the world in science, art and social economy has effected changes in the condition of human life. In teaching geometry and surveying, they will illustrate the principles of these branches by practical applications; in teaching physics, they will draw systematically on the science of familiar things for points of illustration. And such studies as surveying, botany, &c., are to be brought into the season of pleasant out-door weather, so as to be practically exemplified in the streets and the fields. Nothing is more preposterous than to confine within the walls of a school-room, to be poorly taught as abstractions, studies that may be made intensely interesting and effective by being put into active operation out of doors.

But it is in teaching the English language and literature that the teachers will find one of the most important fields of labor to which their abilities can be applied. What our scholars chiefly lack, even when they appear before us as graduates from the high school, is an available knowledge of their own language. When they enter the school, however well they may have been taught, they have not enough of language to understand the meaning of many words in the new text-books that will be given them to study. They have not a vocabulary at command sufficient by any means to enable them to give accurate and finished expression to their thoughts, and to do themselves credit in a recitation, in a composition, or in conversation. And again, they do not know enough of language to be able to relish and so to be led

to read standard works in English literature; an end to be kept steadily in view by high school teachers from the beginning to the end of the course of study, as a desideratum for their scholars, lacking which all their other acquisitions become of comparatively small account, as regards the best uses and highest pleasures of education.

Therefore, that our high school scholars may derive the utmost benefit from the studies they are to be engaged in, and also be furnished with instruments essential to develop the power of thought and material for some of the finest fruits of culture, the first place in the curriculum is given to the study of "The English Language and Literature." It is to be entered upon at the opening of the Course, and continued to its close.

But this study is singularly dependent for its success on the estimate which the teacher may place upon it, and the life and enthusiasm that may be thrown into it. It seems essential, therefore, to discuss to some extent, the instrumentalities and methods by which it is expected to be pursued.

If the teacher's ideal should be limited to a series of exercises in syntax, analysis and parsing, interspersed with cold and lifeless, or merely rhetorical lessons in the art of reading, to be followed in due time by dry text-book recitations in rhetoric, the results would but poorly compensate for the outlay of time. All these particular branches are indispensable to the right prosecution of the study of our language, far more so indeed in the high school than in the grammar schools, because the higher relations of the study pursued in the high school demand a corresponding familiarity with the scientific structure of the language. Yet in the high schools as in the grammar schools, the teachers must possess a clear and intelligent idea of the real utility of these agencies, or else they will expect results from their use that they are not competent

to achieve. The office of grammar, for instance, in a course of study, is not ultimate but simply mediatorial; it is a tool to work with towards the accomplishment of something beyond itself, that is to say, the knowledge of the language; and it is judiciously and usefully employed only when applied, in its several stages of development, *to a corresponding familiarity with the language on the part of the scholar.*

No matter then, though a scholar, after having entered the high school, be not able readily to parse and analyze intricate sentences. It simply proves that he has not yet acquired knowledge enough of the language to make his grammar useful. Instead of worrying over his deficiencies as though they proved him to be an ignoramus or a numbskull, let attention be directed, through all the diversified channels that are adapted to achieve that important end, to enlarge his command of words; enable him, from among the various meanings of a word, to select that which is best fitted to his purpose; familiarize him with the various forms in which the same thought may be expressed, or the same sentence constructed; and thus educate him to clothe his thought in words, whether in conversation, recitation or composition, with rapidity, freedom, purity and grace. This is a very different thing from teaching him how to analyze and to parse. The analysis and the parsing must wait upon this true process and end of the study, not precede them.

The methods most advantageous to accomplish this instruction are the same that have been already detailed in the Manual on the subject, pages 9, 10, 11 and 12, to which the teachers are referred. In addition, it is expressly recommended that choice selections in prose and poetry from standard English authors be assigned to be carefully studied and examined; and that at proper intervals the scholars be required to read cursorily, out of

school hours, entire works from the writings of the best authors, and subsequently to bring in analyses of them, so that they may not only acquire the power of estimating what they read as works of art, but also have their minds diverted from the worthless literature that now occupies the leisure of so many, and gradually brought into intimate acquaintance with the best literature of their native tongue. It is to be hoped, if not anticipated, that there will supervene upon this course of action, if judiciously regulated and accomplished, a pure literary taste, and the pure morals and aims that are in part the offspring of such a taste.

This list of methods is detailed only by way of suggestion. It will serve to indicate how richly diversified the field of selection is, and with what a useful and pleasing discrimination the teacher may adapt the instruction to the incidental or progressive circumstances of the class.

It has been already implied if not expressly stated, that the related topics of study usually assigned separate places in a high school course, such as grammar, analysis, rhetoric, elocution, reading, composition, etc., are all to be included under the general head of "The Study of English Language and Literature." For the principles of all these topics are essential to progressive instruction in language, and are to be applied from time to time, apart or together, as the interpretation and illustration of the text under examination may require. It is to narrow their scope and abridge if not destroy their usefulness, to study them, as is often done, analytically, by themselves. They should be taken up synthetically, in connection with the work or passage that may be in hand; and thus that grand postulate of a true education be exemplified, that subjects are to be studied according to their natural order of development; that is, from specified facts to general laws.

There is still one further point in this connection, to

which the attention of the teachers is specially directed.

It is that no word, however glibly or accurately it may be pronounced, has been added to a scholar's vocabulary unless at the same time it be understood. This is a point that needs to be iterated and reiterated in the ears of the teachers of every grade. Facility in reading words is one thing; an appreciation of their meaning is quite another. No delusion is more insidious than that, if scholars can read sentences with fluency, they understand their sense. When a thought is seeking expression and a word comes forth from its lodgment in the memory, answering our call because it signifies what we desire to utter, then it has become a substantial acquisition. If it will not so come forth, no matter how carefully it may have been memorized, either in the sentences of the reading lesson or the nonsense columns of the spelling lesson, it is a mere shadow, a nullity. Never then, in any school, high or otherwise, let a day pass by, unless, by appropriate exercises, one or more words have been printed on the memory indissolubly associated with their meaning.

VOCAL AND PHYSICAL GYMNASTICS, AND PHONIC SPELLING.

Vocal and physical gymnastics and phonic spelling are prescribed as essential exercises, to be followed up, systematically, throughout the entire course of study. For the objects which these exercises are intended to accomplish are never so valuable as at the average age at which youth are members of the high school. It is the period when habits of body and mind are in process of formation, to give character to after life; and it is all important that those habits should be correct and becoming. Physical gymnastics give strength, poise and accuracy to the action of the muscles, vocal gymnastics enlarge the capacity of

the lungs and give body, freedom, and variety to the tones of the voice, and phonic spelling imparts a correct and finished enunciation. Our high school scholars should be systematically trained in all these regards. Of small value the careful practice insisted on in these particulars all throughout the other grades, if it is to be abandoned when the high school is reached.

The subject has thus been particularized, because it is very common among high school teachers to imagine that mental discipline and intelligence are the only results to be considered in the instruction of a high school; that all other training is of comparatively small importance at that stage of advancement. And therefore, in the schools under the control of such teachers, while the mind may be well tutored and furnished, the movements of the body are clumsy and angular, the voices are thin, weak and ill-modulated, and the enunciation is slovenly and indistinct. This is a discreditable return from opportunities ample enough to superadd to the essentials of instruction those embellishments which render substantial culture graceful and attractive.

But, in fact, the exercises in question have themselves a substantive value; for they are indispensable as agencies to strengthen the body and maintain a condition of general health.

MANNERS AND MORALS.

It has been said in the Manual that the real character of the teacher, as it unconsciously manifests itself in ordinary words and deeds, is the paramount moral force in the school room. True as this assertion is in regard to the teachers of the lower grades, it is far more emphatically so in regard to the high school.

For the personal influence of the teachers of the lower grades affects the scholars, with comparatively little con-

sciousness on their part, of either its nature or extent. In the high school, on the contrary, the teacher deals with those on the verge of manhood and womanhood. Their reason is mature enough to understand the connection between conduct and character, and the sterling uses of right-mindedness and right behavior. They have self-regard sufficiently developed to be sensitive to the good opinion of others, and to begin to estimate their personal relations to the great world beyond the school-house walls. Moreover, their passions and appetites earnestly plead, with every throe of excitement, for a steady power to aid in reducing them to submission.

High school scholars appreciate also the value of good manners; of a refined and polished demeanor, a graceful carriage of the limbs and person, a well-bred and courteous address. But they are at an age when the physical growth is unusually rapid, tending to make them clumsy and awkward, and the mind is not so self-possessed and poised as to give them always exact control over their motions; and if left to themselves, not a few will be likely to make their present awkwardness the determined habit of their lives. THEIR GREAT NEED, THEREFORE, IS OF ADMIRABLE MODELS IN BOTH CONDUCT AND CHARACTER. But, meanwhile, they are accustomed severely to scrutinize and analyze the spirit and deportment of their teachers; to measure accurately the degree of consistency between their counsels and their behavior, and to weigh, as if in balances, all their characteristics. Nothing but true nobility of spirit can command their respect; but many, eager for an excuse for license, will seize upon any defects in their teachers, and hold them up to each other and to their consciences, as justifications of ill conduct in themselves.

Then let the needs of their scholars and their own priceless opportunities to benefit them — as well as their own sacred responsibility — prevail with the teachers of the

High school—whoever, from time to time, they may be—so to establish their whole being on the solid foundations of purity and truth, and to breathe such a ceaseless atmosphere of high aspiration, as that their scholars shall never be able to detect the shadow of a shade of inconsistency between their outward conduct when conformed to the requisites of virtue, and the realities of their inward life. When they counsel pure and becoming things, let it be felt that behind their words IS A BACKGROUND OF STERLING CHARACTER. Let this glorious reality be *seen* too, in the flash of the eye and the expression of the countenance, while they speak, manifesting that they are truth's own, from the crown of the head to the sole of the foot. Let such realities teach morals hour by hour, even when the lips are silent.

And let the manners be refined and polished; the address graceful and courteous; the whole demeanor such as to place before the scholars unexceptionable models for their admiration and imitation. Ill manners in a teacher in a high school are more than a misfortune. They constitute a grievous fault.

A remark, made elsewhere in the Manual is repeated here. "*No teacher can expect to make his scholars more courteous or more truthful and virtuous than he is himself.*" It is presumed that the teachers of the high school will be earnest to have their scholars attain the highest reaches of truth and the utmost graces of behavior, and will therefore take means to secure this admirable result.

OBJECT TEACHING.

The laws of mental action are sufficiently constant throughout all the period of youth to make the rule of uniform value, that, in presenting any subject to the mind, the perceptions are always first to be addressed. High school scholars are much more capable of forming correct

conceptions of facts from abstract statements, than younger children are. Yet conceptions, so formed, are likely to be often crude and imperfect, whatever be the stage of progress. In the high school, therefore, as in the lower schools, let it be the imperative rule to illustrate the studies as far as possible, with visible objects.

Especially should all branches of physical science be thus taught, and it should be a settled principle to perform the experiments in natural philosophy and chemistry pertaining to any lesson, *previous to the study of that lesson by the scholars*. For thus the subjects will acquire additional interest and far more vividly impress the mind.

PROGRAMME OF THE COURSE OF STUDY FOR THE HIGH SCHOOL.

FIRST YEAR — FOURTH CLASS.

FIRST SIX MONTHS.

English Language and Literature, including progressively, Reading, Syntax, Analysis, Synonymy, Derivations, Prefixes and Affixes, Compositions, Rhetoric, and Logic. Three recitations a week.

Latin in place of English at the option of the scholar.

History, two recitations a week, beginning with the countries most connected by intercourse and events with our own.

Algebra, four recitations a week.

Book-keeping, four recitations.

SECOND SIX MONTHS.

English or Latin, as before.

History, as before; Algebra, four recitations a week.

Book-keeping, two recitations a week.

Physiology, three recitations a week.

Singing, Drawing, Declamations, one or more exercises each per week. Vocal and Physical Gymnastics a few minutes each day.

SECOND YEAR—THIRD CLASS.

FIRST AND SECOND SIX MONTHS.

English or Latin, and History, as during first year.

Natural Philosophy, four recitations a week.

Geometry, four recitations a week.

Singing, Drawing, Declamations, Vocal and Physical Gymnastics as before.

The girls may elect French or some other approved study, instead of Geometry.

THIRD YEAR—SECOND CLASS.

FIRST SIX MONTHS.

English Language and Literature or Latin, three recitations a week.

History, two recitations a week.

Trigonometry (elements,) to be followed by Astronomy, four recitations a week.

Physical Geography.

The girls may elect French or some other approved study, in place of Trigonometry.

SECOND SIX MONTHS.

English Language and Literature, or Latin, four recitations a week.

Astronomy, to be followed by Surveying, four recitations a week.

Geology, four recitations.

French optional for girls instead of Mathematics.

Singing, Drawing, Declamations, Vocal and Physical Gymnastics, throughout the year, as before.

FOURTH YEAR—FIRST CLASS.

FIRST SIX MONTHS.

English Language or Latin, three recitations a week.

Normal Reviews of Arithmetic, Geography, and other elementary studies, two recitations a week.

Constitution of United States and Political Economy and History, four recitations.

Natural History, Chemistry, three recitations.

French optional.

SECOND SIX MONTHS.

English Language and Literature, or Latin, three recitations a week.

Normal Reviews, two recitations.

Political Economy and History, three recitations.

Botany, four recitations; French optional.

Singing, Drawing, Declamations, Vocal and Physical Gymnastics, as before.

Scholars fitting for College to have a course in the Classics adapted to their progressive advancement.

(For a detailed analysis of the studies prescribed for the High school, and the reasons for adopting them, the reader is referred to the Report of the School Committee for the year 1869.)

HEALTH OFFICER'S REPORT.

NEW BEDFORD, Dec. 31st, 1869.

To His Honor the Mayor and Board of Aldermen, constituting the Board of Health of the City of New Bedford:

GENTLEMEN, — At the close of the first year of my duties as Health Officer, I am fully convinced that under the existing arrangements of the Board of Health our city will compare favorably with most if not all other cities in regard to health and cleanliness. I have endeavored during the past year to carry out the orders and desires of His Honor the Mayor in his address, and orders of April 5th, 1869, a copy of which is herewith presented, and which address I have caused to be widely circulated, and have found the people generally willing and ready to cooperate with me in carrying out its precepts, having had occasion to serve only forty-five legal notices upon individuals who were tardy in attending to its provisions; but I have had occasion to visit and verbally notify a very much larger number, and also to attend very many calls where the complaints were frivolous, and in some cases where they were made in a spirit of revenge.

I have attended to all the calls, and caused all nuisances and sources of filth to be removed when coming to my knowledge, and am of the opinion that the cleanliness of the city will compare favorably with that of past years.

During the month of May last there appeared in the north part of the city several cases of small pox in the locality where many of our foreign population reside, causing some uneasiness; but by prompt action in removing some thirteen or fourteen of those who were seized with it to the pest house, a building which the city owns but has not had occasion to occupy for several years, and thoroughly fumigating the premises where they had resided, under the direction of the physician of the Board of Health, we were able to prevent further spreading of the disease, and without any one case proving fatal.

Respectfully submitted.

T. B. DENHAM, Health Officer.

In Board of Aldermen,
Jan. 1st, 1870.

Received, and ordered to be printed.

HENRY T. LEONARD, City Clerk.

THE PUBLIC HEALTH.

CITY OF NEW BEDFORD,
OFFICE OF THE MAYOR, 4th mo. 5th, 1869.

To the Inhabitants of the City of New Bedford:

The measures which have been in operation for the last three years for the preservation of the health of the city, have been attended with very satisfactory results, and have met the approval of the inhabitants.

The Mayor and Aldermen have therefore determined to maintain them, and the object of this address is to call the attention of the people to the fact, and to point out the duties which by law the inhabitants are called upon to perform, and the methods by which these obligation are to be discharged and enforced.

The first and most important duty in this respect is that the city be made clean and kept clean.

This must be done and will be done; if the people will not do this for themselves, the law requires the authorities to do it for them *and at their expense.*

The law requires of you—

1st. To have suitable *drains, vaults* and *privies* to your tenements.

2d. Not to allow accumulations of stagnant and impure water on or about your premises.

3d. To be careful that on no part of your premises there be found any accumulations of decaying vegetable or animal substance, but to see that everything of that character is at once removed.

4th. That you cause your sinks, drains, privies, cellars and yards to be kept free from all accumulations that endanger health.

It is your duty to place all the accumulations from your premises in such condition and situation that they may be conveniently taken away by the city carts when they pass through the streets for that purpose.

The City Marshal has been appointed Health Officer for the present year.

It will be his duty to give you his aid and advice in your efforts to obey the laws, and also to see that the laws of the State and the ordinances of the city in relation to the preservation of health are obeyed. He will be found at the Police Office.

In furtherance of this important object, all persons aware of the existence of a nuisance in any part of the city are urgently desired to give the Health Officer notice of the same without delay.

ANDREW G. PIERCE, Mayor.

CITY ORDINANCES.

AN ORDINANCE IN RELATION TO THE APPOINTMENT OF AN ASSISTANT CITY CLERK.

Be it ordained by the City Council of the City of New Bedford, in the manner following; that is to say:

SECTION 1. The office of Assistant City Clerk is hereby established; but no appointment shall be made of such an officer except in the manner and under the circumstances set forth in this ordinance.

SECT. 2. Whenever by reason of the disability or absence of the City Clerk, that officer is prevented from performing the duties of his office, the Mayor and Aldermen may, in such manner as they may think proper, appoint an Assistant City Clerk, who shall be sworn to the faithful performance of his duties, and who shall hold his office until he shall be removed or superseded, as hereinafter provided.

SECT. 3. If at the next meeting of the City Council after such appointment of an Assistant City Clerk by the Mayor and Aldermen the cause for making the same shall remain, notice thereof shall be communicated to the Common Council, whereupon a vote shall be taken in such form as that body shall direct upon this question:—Shall the appointment of an Assistant City Clerk made by the Mayor and Aldermen be confirmed? If the vote shall be in the affirmative, said appointment shall be declared to be confirmed, and it shall remain until the return of the City Clerk or the removal of the disability, whereupon the Mayor and Aldermen shall by vote declare such appointment annulled and said office no longer to exist. If the Common Council shall not confirm the appointment made by the Mayor and Aldermen, it shall be competent for the two branches to meet in convention for the choice of an Assistant City Clerk in the same manner as the City Clerk is now chosen; and the officer thus elected shall be sworn to the faithful performance of his duties; and the Assistant City Clerk, however chosen or appointed, shall perform all the duties by law belonging to the office of City Clerk, and shall be subject to removal and shall be removed by the Mayor and Aldermen as aforesaid, whenever the City Clerk shall be in a condition to discharge the duties of his office.

SECT. 4. The Assistant City Clerk thus chosen or appointed, shall, as long as his appointment shall continue, have the care and the cus-

tody of all the books, papers, journals or other documents and things in the care and custody of the City Clerk, and shall be, to the same extent as that officer, held responsible for their safety and for a faithful discharge of duty; and he shall receive a reasonable compensation for the services he may render the city in that capacity.

Passed to be ordained September 2, 1869.

AN ORDINANCE TO AMEND THE ORDINANCE "IN RELATION TO THE STORAGE, MANUFACTURE AND INSPECTION OF PETROLEUM AND ITS PRODUCTS," PASSED TO BE ORDAINED JULY 8TH, 1869.

Be it ordained, &c., as follows:

The retailers of Petroleum and its products, who shall be licensed in accordance with the laws of the Commonwealth and the ordinances of the city, may be allowed to have upon their premises, not above the first floor, not exceeding ONE HUNDRED AND FIFTY GALLONS, at any one time, and not exceeding SIXTY GALLONS in one cask or package, anything in the fourth section of the ordinance passed July 8th, 1869, to the contrary notwithstanding.

Passed to be ordained September 16, 1869.

AN ORDINANCE TO PROVIDE FOR THE ESTABLISHMENT OF THE ACUSHNET WATER BOARD, AND FOR THE CARE AND MANAGEMENT OF THE NEW BEDFORD WATER-WORKS.

Be it ordained, &c., as follows:

SECTION 1. A board is hereby created for the care and management of the New Bedford Water-Works, and it shall be known as the Acushnet Water Board.

SECT. 2. The Acushnet Water Board shall consist of five persons: one of whom shall be the Mayor of the city; one the President of the Common Council; and three shall be citizens at large. No member of the City Council other than those named in this section shall be members of the board.

SECT. 3. The members of the board at large to be chosen in October, 1869, shall hold the office as follows: One until June, 1870, one until June, 1871, and one until June, 1872, or until others shall be chosen and qualified in their stead.

SECT. 4. The members at large of the Acushnet Water Board shall be chosen by the City Council in convention by ballot, and either of them may be removed by the concurrent vote of the two branches.

SECT. 5. The Mayor shall be President of the board, unless he shall, in writing, decline to act in that capacity, in which case a President shall be chosen by ballot.

The board shall make choice of a Clerk, who shall not be a member thereof.

SECT. 6. A Superintendent shall be appointed by the board, who, with the Clerk thereof, and all such subordinate officers, agents and assistants as may be found necessary, and which said board is hereby authorized to appoint, shall hold their respective offices or situations during its pleasure; shall perform such duties, respectively, as the board shall assign; and receive such compensation as the board, in the absence of any order of the City Council in relation thereto, shall determine.

SECT. 7. The Treasurer of the city shall be, *ex-officio*, Water Registrar; and may employ such assistance as may be necessary in this department of his duties, subject, in all matters of appointment and compensation, to the action of the Water Board.

SECT. 8. The Acushnet Water Board shall have and exercise all the power vested in the City Council by an "Act for supplying the City of New Bedford with Pure Water," passed April 18th, 1863, and any acts in addition thereto, as far as the same can be legally delegated.

SECT. 9. The President of the board shall exercise a general supervision over the Water-Works, the materials and property connected therewith, and over all subordinate officers and agents. He shall preside at all meetings of the board, and in his absence a President *pro tem.* shall be chosen.

SECT. 10. The Clerk shall be the recording officer of the board, and shall be sworn to the faithful performance of his duties. He shall have the custody and supervision of all the books, plans and documents under the control of the board, and shall keep all such books and records as the board shall direct.

SECT. 11. The Superintendent shall have charge of the aqueduct, lands, reservoirs, buildings, engines, and all other property connected with the Water-Works, subject in all matters in relation thereto to the control and direction of the board; and he shall perform all such services in connection with said works as may, by the board, be required of him.

SECT. 12. The Water Registrar shall have the charge, under the direction of the board, of all matters connected with the delivery of the water and the payment therefor; and shall see that all the rules and regulations of the board or of the City Council in relation to the use of the water are observed, and all the penalties for their violation enforced. For this purpose he shall every year, and as much oftener as he may be directed by the board, or may himself think proper, personally, or by an assistant under his direction, visit the premises of every person who takes the water, and in all suitable ways exercise a constant and careful supervision over its use.

The Registrar shall keep suitable books, in which shall be entered

the names of all persons who take the water; the kind of building; the name of the street and the number of the building; the nature of the use; the number of taps and the amount charged; and he shall prepare and put into use all such forms as may be approved by the board, and which may be found necessary for the prompt and reliable discharge of the duties of his office.

He shall forthwith report to the board all failures on the part of water takers to meet the demands made upon them, shall execute all decisions of the board in relation to the letting on or cutting off the water, and under its control may make abatements in the water rents in all proper cases.

SECT. 13. The Water Board shall determine and assess the water rates according to the tariff of rates adopted by the City Council, including the water used by individuals, corporations, and by the city for fire and other purposes, a copy of which assessment, certified by the Clerk of the board, shall be placed in the hands of the Water Registrar for his direction in the discharge of his duties.

SECT. 14. The money received by the City Treasurer, in his capacity of Water Registrar, shall be placed by him to the credit of the New Bedford Water-Works.

SECT. 15. All demands against the city for account of the Water-Works, shall be examined by the board. A list of such as may be approved shall be prepared by the Clerk, and certified by him and the President.

This list, with the bills and rolls included in it, shall be laid before the Joint Standing Committee on Accounts of the City Council, for its action thereon, in accordance with the rules and regulations of the city in relation to other claims. The aggregate, only, of the list of demands presented and allowed, shall be entered upon the record of the City Clerk; and the bills, with the list properly certified by the committee, shall be placed in the hands of the City Treasurer for payment.

SECT. 16. The receipts into the treasury from water rents shall be appropriated as follows:

First, To the payment of the expenses of the management and repairs of the works and such extensions, not exceeding two thousand feet in one year, as may be ordered by the Water Board.

Second, To the payment of the interest on the water loan.

Third, To the payment of the principal of the public debt to an amount not exceeding the amount of the issue of Water Bonds.

And it shall be the duty of the City Treasurer, in the absence of any special directions from the City Council, to apply the receipts into the treasury from the water rents to these several purposes in the order in which they are herein named: *provided*, *however*, that if a specific sum shall be appropriated by the City Council, for the necessary repairs, extensions or improvement of the works, and the payment of the offi-

cers, agents, clerks and assistants connected therewith, no expenditure for these purposes shall be made or authorized by the Board, in excess of such appropriation, without the further action of the Council.

SECT. 17. The Superintendent of the works shall, some time during the first week in December, annually, lay before the board a report of the general condition of the works, a detailed statement of all expenditures in his department, and of all such other matters and things in connection therewith as he may deem necessary, or in relation to which he may be specifically instructed by the Board.

SECT. 18. The Acushnet Water Board shall, on some day during the month of December, annually, place in the hands of the Mayor a report to the City Council; which report shall contain, in addition to the report to the Board from the Superintendent, a full statement of the operations of the Board up to the last day of the month of November; a detailed account of the receipts and expenditures up to and including the audit of said month of November; a statement setting forth the cost of each branch of the works up to that time; and a schedule of the lands and other property belonging to the city and connected with the works. And it shall be the duty of the Board in their annual report, to lay before the City Council all such information, and to make all such suggestions as may be deemed needful in connection with the condition and operation of the works.

SECT. 19. No member of the Water Board or any person appointed to any office, or employed under the provisions of this ordinance, or any act of the General Court in relation to the New Bedford Water-Works, shall be directly or indirectly interested in any contract, bargain, sale or agreement in relation to the same, or connected therewith, wherein the city is interested; and all contracts, bargains, sales or agreements made in violation of this section, shall be utterly void as to the city.

SECT. 20. Any person who shall injure any public conduit, pipe or reservoir, connected with the New Bedford Water-Works, or who shall break and enter the same, or draw off, or cause to be drawn off any of the water therefrom, or shall turn on or off the water in any such water-pipe, conduit or reservoir, or shall make any opening or connection with such pipe, conduit or reservoir, without the license or authority of the Water Board, or shall remove the cover of any hydrant except in case of fire or by the authority of the Water Board, or of the Chief Engineer of the Fire Department, shall forfeit and pay for each offence a sum not less than three nor more than twenty dollars; provided, however, that nothing in this section shall be construed as in any way affecting the operation of the fourteenth section of the "Act for supplying the City of New Bedford with pure water," passed April 18th, 1863.

SECT. 21. All property, real or personal, appertaining to the New

Bedford Water-Works, and under the control of the Water Board, may be disposed of by said board; it being understood that all conveyances under seal shall be in the manner provided for in the ordinances of the city, with the addition of the signature of the President of the board.

SECT. 22. The Water Board shall have the power to establish such regulations as it may deem expedient for the introduction and use of the water; and the water shall not be supplied to any building unless the pipes and fixtures shall be constructed and arranged in conformity with such regulations.

SECT. 23. The following regulations are hereby established, and shall be considered a part of the contract with every person who takes the water; and the fact of taking shall be considered as expressing assent on the part of the taker to be bound thereby.

They shall be printed upon every bill for water rent; and whenever any one of them is violated, although two or more parties receive the water through the same faucet, the water shall be cut off, and shall not be let on again except by order of the Water Board, and on the payment of two dollars; and in case of any such violation, the Water Board shall have the right to declare any payment for the water, by the person committing such violation, to be forfeited, and thereupon the same shall be forfeited.

REGULATIONS.

I. All persons taking the water shall keep the service pipes within their premises in good repair, and protected from frost at their own expense; and they shall be held liable for all damage which may result from their failure to do so.

II. Care should be taken to prevent any unnecessary waste of water, and there shall be no concealment of the purposes for which the water is used.

III. No alteration shall be made in any of the pipes or fixtures inserted by the city, except by its agents, who are to be allowed to enter the premises supplied to examine the apparatus, and to ascertain whether there is any unnecessary waste; and no alteration or extension of the pipes in the house shall be made without notice to the Superintendent.

IV. No water shall be supplied to parties not entitled to the use of it under the City Ordinances, unless by special permission.

V. The Water Registrar and Superintendent, and any Agents or Assistants, with them or under their directions, may enter the premises of any water-taker, to examine the quantity used and the manner of its use; and to cut off the water for nonpayment of rents or fines, or any violation of these regulations; or for any other necessary purpose connected with the discharge of their respective duties under this ordinance or any regulations of the Water Board.

VI. All service pipes and stop cocks will be supplied and put down by the city under the direction of the Water Board, and will be laid from the street main through the cellar wall, and the expense thereof from the line of the street shall be paid by the water-taker.

SECT. 24. The occupant of any premises where an unnecessary waste of water occurs, shall be liable to a fine of two dollars for the first offence, and five dollars for the second offence during the same year, and shall be notified in writing; and if such waste shall not be prevented and the fine aforesaid paid within two days from the time when said notice is given, the water shall be cut off from the said premises, and shall not be again let on for the same occupant until the waste be stopped and the fine paid, together with an additional sum of two dollars for cutting off and letting on the water; and in case of a third or subsequent offence, the water shall be cut off and shall not be again let on except by a vote of the board and the payment of such fine, not exceeding ten dollars, as the board may impose.

SECT. 25. In all cases of the non-payment of the water rent for fifteen days after the same is due, the Water Registrar shall cause the supply of water to be cut off, and the water shall not be again let on, except upon the payment of the sum of two dollars, and not for the same occupant or owner, except upon the payment also of the whole amount due; *provided*, that in cases of specific supplies or for fractional parts of the year, where the water has been let on, it may be cut off immediately after notice given at the place that the rent is not paid, and may be let on again upon the conditions above mentioned.

Unless the Water Board should otherwise direct, the foregoing provisions shall apply when two or more parties take the water through the same service faucet, although one or more may have paid the proportion due from him or them.

SECT. 26. The annual rent for the use of the water shall be payable in advance on the first day of July of each year. All charges for specific supplies or for fractional parts of the year, shall be payable in advance and before the water is let on.

SECT. 27. Some day during the month of October, 1869, there shall be chosen by the City Council, by ballot, in convention, three persons from the citizens at large, who are not members of either branch of said council, to be members of the Acushnet Water Board, who shall be elected in accordance with the provisions of the third section of this ordinance; and the members then and thus chosen, with the *ex-officio* members, shall constitute the Acushnet Water Board.

In the month of June, 1870, and annually thereafter, there shall be chosen, in like manner, one citizen at large, not a member of the City Council, to be a member of said Board, who shall hold the office for three years, and in case of a vacancy in said Board from any cause, the

City Council shall, within thirty days after such vacancy, in like manner proceed to elect a successor for the residue of the term.

SECT. 28. The members of the Acushnet Water Board whose appointment and election are provided for in this ordinance, shall not enter upon the discharge of their duties until the expiration of the term of service of the Water Commissioners chosen in accordance with the provisions of the ordinance of the city passed November 21st, 1867, which will be on the 30th day of November of the present year; and previous to that date all the duties of the Acushnet Water Board, as set forth in this ordinance, shall be performed by the said Water Commissioners, who shall constitute said Water Board, and have during their continuance in office all the authority conferred by this ordinance upon said Board; and shall exercise the same, as fully as the members thereof who shall be chosen in accordance with its provisions, and who are to constitute said Board when the term of office of said Commissioners shall expire.

Passed to be ordained October 29, 1869.

AN ORDINANCE ESTABLISHING THE WATER RATES OF THE NEW BEDFORD WATER WORKS.

Be it ordained, &c., as follows:

The following rates are established for the water supplied by the New Bedford Water Works, all the charges being annual, unless otherwise expressed in connection with the item of charge.

DWELLING HOUSES.

Occupied by one family, for the first faucet,	$5.00
For each additional faucet, to be used by the same family,	2.50
When a house is occupied by more than one family and less than four, one faucet only being used by all, for each family,	3.50
Where a house is occupied by four or more families, and but one faucet is used for all, for each family,	3.00

Where a house is occupied by more than one family, the highest rates will be charged for each family having the water carried into their part of the house.

For the first bath-tub,	5.00
For each additional bath-tub,	4.00
For the first pan or self-acting water-closet,	5.00
For each additional pan or self-acting water-closet,	2.00
For each hopper water-closet,	8.00

Where two faucets are used, one for hot and one for cold water, both emptying into one vessel, but one charge will be made for both, and the same rule applies to boarding houses.

Provided, that in no case shall the charge for the use of water by a private family, exclusive of hose and stable be more than $22.00
And, including stable for not more than four animals, than 30.00
And, including use of hose for stable for not more than four animals, and for garden, not exceeding five thousand feet, 35.00

In case a hopper water-closet is used four dollars will be added to those rates.

BOARDING HOUSES.

For the first faucet,	$6.00
For each additional faucet,	3.00
For pan, or self-acting water-closet,	10.00
For each additional pan or self-acting water closet,	3.00
For hopper water-closet,	15.00
For bath-tub, when used by boarders,	12.00

STORES, OFFICES, WAREHOUSES, SHOPS, &c.

For each tenement occupied as a store, warehouse, office, shop, or for purposes not included in any other classification, and not requiring more than an ordinary supply of water, taken from one faucet,	$5.00
Where two or more tenements are supplied from the same faucet, each	4.00
For pan or self-acting water-closet, or urinal, used by the occupants of one tenement only,	5.00

For each additional faucet, one half the above charges shall be added.

PRIVATE STABLES.

For the first horse,	$4.00
For two horses,	6.00
For three horses,	8.00
For each additional horse,	2.00
For oxen and cows, for each animal,	1.00

LIVERY, CLUB, AND BOARDING STABLES.

For not exceeding five horses, the same as private stables.	
For each additional horse,	$1.50

OMNIBUS STABLES.

For not exceeding five horses, the same as private stables.	
For each additional horse,	$1.50

TRUCK AND CART STABLES.

For each horse, if more than three,	$1.50
No stable less than	4.00

The above rates for stables include water for washing carriages and omnibuses *without hose*.

When hose is used in any stable, an addition to the above charges will be made of five dollars for the first horse, and fifty cents for each additional horse.

HOSE.

For washing windows and other similar uses, including watering gardens of less than five thousand feet, $5.00
For the above purposes and for private stable, 10.00

In these cases the nozzle of the hose not to have an orifice over ⅝ of an inch in diameter.

The Water Board shall be at liberty to make such arrangements for the use of hose in other cases as they may deem expedient;—it being understood that no charge will be made for the right to insert a pipe of not more than one inch in diameter, at the expense of the water taker, to be used in case of fire only.

HOTELS.

For each bed for boarders and lodgers, $2.00
For the first water-closet, pan or self-acting, 10.00
For each additional water-closet, 3.00
For each bath-tub, 10.00

The Water Board are at liberty to make arrangements for hotels independent of the foregoing rates.

BATHS.

For each tub in a public bath-house, $10.00

MANUFACTURING AND OTHER PURPOSES.

In all cases where the water is used for manufacturing and other purposes, and the quantity used is ascertained by estimate, meter or gauge, the assessment shall be at the rate of fifteen cents for each thousand gallons when less than fifteen thousand gallons per day are used; and if this, or more than this amount is used, the price may be determined by the Water Board; but no contract of this kind shall be entered into for a longer period than three years. When water is measured by estimate, meter or gauge, the rates shall be assessed in accordance with such measurement, and not in accordance with the provisions of any other provisions of this ordinance.

NON-ENUMERATED PURPOSES.

For the use of the water in all cases not herein enumerated, the rates shall be fixed by the Water Board, as near as may be in accordance with the rates hereby established; which rates, so determined, shall be binding upon all parties as fully as if herein designated.

USE OF METERS.

The Water Board may, in all cases, ascertain by meters the quantity of water used; and water meters, to be approved by the Water Board, may be placed upon the premises of any owners or occupants at their own expense, for the purpose of measuring the quantity of water by them used respectively.

And when, in any case, the quantity shall be thus ascertained, the rates shall be charged as set forth under the head of "*Manufacturing and other Purposes.*"

No meter shall be used but such as shall be approved by the Board.

USE OF WATER BY THE CITY.

There shall be annually, by the City Council, an appropriation of twelve thousand dollars, which sum shall be placed to the credit of the New Bedford Water Board, with the other receipts paid into the treasury on account of the water, which sum shall be considered and allowed as a full equivalent for the unlimited use of the water by the city for all public purposes, including all that may be necessary for the extinguishment of fires, sprinkling the streets, supplying public fountains and drinking accommodations when desirable, and its use in all the public buildings, including the school-houses and the city stables.

WATER RATES—WHEN PAYABLE.

All assessments of water rates for a year, or a fraction of a year, shall be payable in advance; and in all cases where the consumption of water is ascertained by meters, gauge or estimate of the Water Board, the bills shall be rendered quarterly; and such bills shall be paid within ten days thereafter.

LANDLORDS AND TENANTS.

Occupants and owners of tenements will be held to their respective obligations according to law.

When several tenants are supplied with water by a service or supply pipe in common, the water from which is measured by meter or gauge, each tenant shall be held responsible for the payment of a proportional amount of the whole assessment, according to the fixtures in use by each, unless the whole amount is paid by the landlord.

In all cases where water is supplied under such circumstances, the landlord shall be notified of his liability for the payment for the water used on his premises, which notice shall be renewed annually, unless such arrangement shall be made as will render such notice unnecessary.

Passed to be ordained January 1, 1870.

AN ORDINANCE IN RELATION TO THE SALARIES OF THE CITY MARSHAL AND ASSISTANT MARSHALS.

Be it ordained, &c., as follows:

The ordinance passed March 27th, 1862, entitled "An Ordinance to amend the Revised Ordinances of the City of New Bedford," is hereby repealed; but Section 7th, of Chapter 12th, of the Revised Ordinances of the City, repealed by said ordinance of March 27th, 1862, shall not be revived by this ordinance.

Passed to be ordained February 17, 1870.

SPECIAL LAWS.

Acts of 1866, *Chapter* 174.

AN ACT CONCERNING THE LAYING OUT, ALTERING, WIDENING AND IMPROVING THE STREETS OF BOSTON.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The board of aldermen of the city of Boston shall continue to have full power and authority to lay out, widen, discontinue, change the grade of, or otherwise alter any street within said city, and for these purposes may take any land, and may remove the whole or part of any building which in their judgment it may be necessary to take and remove, and may assess upon the estates abutting on any street which may be laid out, such portion of the expense of such laying out, widening, discontinuance, change of grade, or other alteration, including all damages sustained by any person or persons thereby, as is hereinafter provided; and their determination so to do shall be adjudicated in the same manner and upon like notice to parties interested, as is provided by law in other cases of laying out, widening, discontinuance, change of grade or other alteration of streets.

SECTION 2. In making an estimate of the expense for said purposes for which an assessment as herein provided is to be laid, all damages sustained by any person or persons shall be estimated, including damages for land and buildings taken, and including the value of the whole of the buildings on the land, any part of which shall be so taken, deducting therefrom, however, the value of the materials to be removed, and of the buildings or parts of buildings, if any, which will remain standing; and in estimating the value of the land cut off for said purposes, the land so cut off shall be estimated at its value before the laying out, widening, discontinuance, change of grade, or other alteration, and such estimate shall not include the increased value occasioned merely by such laying out, widening, discontinuance, change of grade, or other alteration.

SECTION 3. The damages estimated according to the preceding section, shall be paid to the persons entitled thereto, in the same manner, and upon the same conditions, as is provided by law in other cases of laying out, widening, discontinuance, change of grade, or other alteration of streets.

SECTION 4. Buildings and materials remaining upon the land under the adjudication provided in section two, shall be taken care of by the owner thereof; and if such owner, after due notice by said board of aldermen, neglects or fails so to do, said board of aldermen may take such care of the same as the public safety demands, at the expense of the owner, and if they shall adjudge a removal thereof to be necessary for the public security or necessity, they may remove the same at the expense of the owner, or they may sell the same after five days' notice, at public auction, and hold the net proceeds of such sale for the benefit of the owner.

SECTION 5. [Repealed.]

SECTION 6. All assessments made under this act shall constitute a lien upon the real estate so assessed, to be enforced in the same manner, with like charges for costs and interest, as is provided by law for the collection of taxes. And if the owner of any estate so assessed desires to have the amount of said assessment apportioned, he shall give notice thereof in writing to the board of aldermen, at any time before a demand is made upon him for the payment thereof; and said board shall thereupon apportion the said amount into three equal parts, which apportionment shall be certified to the assessors, and the said assessors shall add one of said equal parts to the annual tax of said estate each year for the three years next ensuing.

SECTION 7. Any party aggrieved by the doings of the board of aldermen, under this act, shall have the like remedy by petition, for a jury or otherwise, and with the same limitations as to the time of bringing such petition, as in other cases of laying out, widening, discontinuance, change of grade, or other alteration of streets in the county of Suffolk. And any person aggrieved by the estimate made by the board of aldermen, under the eighth section of this act, may have the same assessed by a jury in the same manner as damages for the taking of land for streets and highways may be assessed.

SECTION 8. Any person owning any estate abutting on any street which may be laid out, widened, discontinued, graded or altered, and liable to assessment under this act, may, at any time before the estimate of damages is made under the second section of this act, give notice in writing to said board of aldermen that he objects to such assessment, and elects to surrender his said estate to the city of Boston, and if said board of aldermen shall then adjudge that public convenience and necessity require the taking of such estate, that such improvements may be made, they shall have full authority, and may take the whole of the abutting estate of such person so objecting, and shall thereupon estimate the value thereof with all the improvements thereon, excluding the benefit or advantage which has accrued from the said laying out, widening, discontinuance, change of grade or other alteration; and the said owner shall convey the same to the said city, and the said city

shall pay him therefor the value so estimated. Said city may sell all the building materials and buildings, and the remaining portion of said estate not used in said widening, grading and improvements, and apply the net proceeds thereof towards the estimated value paid as aforesaid.

SECTION 9. The term street, in this act, shall be construed to include highways, town ways, courts, lanes and alleys.

SECTION 10. This act shall not be construed as repealing any existing laws relating to the laying out, widening, discontinuance, change of grade, or other alteration of streets and highways.

Acts of 1868, *Chapter* 75.

AN ACT CONCERNING THE LAYING OUT, ALTERING, WIDENING AND IMPROVING THE STREETS OF THE SEVERAL CITIES.

Be it enacted, &c., as follows:

SECTION 1. The provisions of chapter one hundred and seventy-four of the acts of the year eighteen hundred and sixty-six, entitled "An Act concerning the laying out, altering, widening and improving the streets of Boston," are hereby extended and made applicable to any and all the cities of the Commonwealth: *provided*, that in any city, where the power to lay out and alter the streets in such city is vested in any other board or persons than the board of aldermen, such board or persons shall have the same power and authority as the board of aldermen of the city of Boston.

SECT. 2. This act shall take effect in any city whenever the same is accepted by the city council of such city by a two-thirds vote of each branch thereof. [Approved March 20, 1868.

*Accepted by the City Council August 5, 1869.

Acts of 1868, *Chapter* 276.

AN ACT IN AMENDMENT OF AN ACT CONCERNING THE LAYING OUT, ALTERING, WIDENING AND IMPROVING THE STREETS OF BOSTON.

Be it enacted, &c., as follows:

SECTION 1. Wherever any street in the city of Boston shall be laid out, widened, extended, discontinued, graded or altered, and in the opinion of the board of aldermen of said city, any real estate, including any, a part of which may have been taken for such purpose, shall receive any benefit and advantage therefrom, beyond that general advantage which all real property in the said city may receive therefrom, the said board may adjudge and determine the value of such benefit and advantage to any such estate, and may assess upon the same a proportional share of the expense of such laying out, widening, discon-

*The acceptance of this act makes operative in New Bedford the one here printed next before, and the three following.

tinuance, grading or alteration, including damages paid under the second section of the act of which this is an amendment: *provided*, that the entire amount assessed for such benefit or advantage upon all the estates shall not exceed in amount one half the amount of such adjudged benefit and advantage, but in no case shall such assessment exceed the amount to be paid by the said city for such laying out, widening, discontinuance, grading or alteration.

SECT. 2. The fifth section of the one hundred and seventy-fourth chapter of the acts of the year eighteen hundred and sixty-six, is hereby repealed; but this repeal shall not affect any rights or liabilities which have already accrued under the section hereby repealed.

SECT. 3. The word street in this act shall be construed to include highways, town ways, courts, lanes and alleys.

SECT. 4. This act shall take effect upon its passage. [Approved June 4, 1868.

Acts of 1869, *Chapter* 169.

AN ACT CONCERNING THE LAYING OUT, ALTERING, WIDENING AND IMPROVING STREETS AND WAYS IN CITIES AND TOWNS.

Be it enacted, &c., as foltows:

SECTION 5. The provisions of chapter two hundred and seventy-six of the acts of the year eighteen hundred and sixty-eight, are hereby extended and made applicable to any and all the cities of the Commonwealth, in which chapter seventy-five of the acts of the year eighteen hundred and sixty-eight have been or shall hereafter be accepted in the manner designated in section two of said last named act: *provided*, that in any city where the power to lay out and alter the streets in such city is vested in any other board or persons than the board of aldermen, such board or persons shall have the same power and authority as the board of aldermen in the city of Boston.

SECT. 6. Section five of this act shall take effect upon its passage. [Approved April 16, 1869.

Acts of 1869, *Chapter* 367.

AN ACT CONCERNING STREETS AND HIGHWAYS.

Be it enacted &c., as follows:

SECTION 1. Whenever any real estate shall receive any benefit or advantage by the laying out, widening, extending, discontinuing, grading or altering of any street or highway, and be liable to assessment on account of the benefit or advantage so received, such assessment shall be laid within two years after the passage of the order for the laying out, widening, extending, discontinuing, grading or altering, and not afterwards.

SECT. 2. Whenever any assessment upon real estate for benefit or advantage received by any of the causes mentioned in the preceding section, shall be apportioned into three equal parts, and one of said parts added to the annual tax of said estate, each year for three con-

secutive years, interest shall be added to each of said parts, from the time of making the apportionment, to the time such part will become payable; and all assessments laid upon real estate, for any of the causes mentioned in this act, which shall remain unpaid after the same becomes due or payable, shall draw interest from the time when the same became due or payable until the time of the payment thereof.

SECT. 3. When any land taken for the laying out, widening or extending of any street or highway, is covered in whole or in part by a building or buildings, and such building or buildings may be removed upon other adjoining land of the same owner, the mayor and aldermen of any city, and the selectmen of any town, may, if they deem it expedient, make such removal, if the owner of said building or buildings shall neglect to remove the same, after reasonable notice so to do; and the expenses of said removal, incurred by the mayor and aldermen, or selectmen, or the value thereof to the said owner, shall be allowed in reduction of the damages, which the said owner is entitled to recover.

SECT. 4. This act shall take effect upon its passage. [Approved June 9, 1869.

Acts of 1867, *Chapter* 242.

AN ACT CONCERNING SHADE AND ORNAMENTAL TREES STANDING IN HIGHWAYS AND STREETS.

Be it enacted, &c., as follows:

SECTION 1. No person who has by law a right to cut down or remove any ornamental or shade tree standing in any highway, town way or street, shall exercise such right without first giving notice of his intention to one of the selectmen of the town or mayor of the city in which the tree stands; and, if the selectmen of the town or mayor and aldermen of the city desire to retain the tree, they shall give notice thereof to such person within ten days after his notice to them; and in that case, the same course shall be taken and the same rules apply as to the assessment, appeal and final determination and payment of the damage such person may suffer by the retaining of said tree, as in the case of damage done by an alteration in such highway, town way or street.

SECT. 2. If any such person shall cut down, remove or injure such tree without first giving the notice required in the foregoing section or in violation of any of the provisions thereof, or of the rights of the city or town acquired thereunder to maintain the same, he shall suffer the penalty provided for the injury or destroying of ornamental or shade trees in the seventh section of the forty-sixth chapter of the General Statutes, and the penalty in such case shall accrue to the town or city.

SECT. 3. This act shall not be in force in any town or city until it shall be accepted by a majority of the legal voters in such town at a meeting legally called therefor, or by the city council.

SECT. 4. This act shall take effect upon it passage. [Approved May 16, 1867.

Accepted by the City Council January 20, 1870.

CLERK'S OFFICE,

CITY OF NEW BEDFORD, March, 1870.

To persons having claims against the City.

It is very desirable that persons furnishing materials or service for the city, should carefully note the name of the individual ordering the same, and inquire to what department the charge shall be made.

When there are charges belonging to different departments, separate bills must be made, including only charges belonging to each department. What these are may be readily seen by reference to the foregoing accounts.

Every bill should specify what the article or articles were for, and when for labor, when and where it was performed.

The claimant should have his bill approved by the person authorizing the charge, and then presented to the City Clerk.

All bills thus prepared and presented to the City Clerk, at or before 12 o'clock M. of the Saturday previous to the meeting of the Committee on Accounts, will be laid before said Committee at their next meeting.

No bill or account against the city will be acted on by the Committee on Accounts, unless it shall have been prepared and delivered in accordance with the foregoing regulations.

Bills allowed by the Committee on Accounts will be payable at the Treasurer's office on the Thursday following the meeting at which they were passed.

Meetings of the Committee on Accounts will be held in the afternoon of the first Tuesday in every month at $2\frac{1}{2}$ o'clock.

HENRY T. LEONARD, City Clerk.